DOCUMENT RESUME

ED 312 573 CG 022 071

AUTHOR Manos, Michael J.; And Others
TITLE Youth Development Project: Preventive Intervention in Delinquency. Three Year Evaluation Report 1984-1987.
INSTITUTION Hawaii Univ., Manoa. Center for Youth Research.
SPONS AGENCY Hawaii State Dept. of Education, Honolulu.
PUB DATE Oct 88
NOTE 103p.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Failure; Attendance; *Behavior Change; *Delinquency; Discipline Problems; Elementary School Students; *Elementary Secondary Education; Interpersonal Competence; *Intervention; *Program Effectiveness
IDENTIFIERS Tardiness

ABSTRACT

The Youth Development Project is a research-based program for delinquency prevention. The project tested three strategies for children and youth at-risk: social skills training, cooperative student team learning, and parent school liaison. Data collection and planning began in the 1983-84 school year and intervention was started in 1984-85. Another school complex was used for comparison. The project completed its third year in 1987. The project is intended to impact delinquency by influencing factors that precede delinquency. These factors include school failure, inability to get along with peers and adults, absenteeism from school, school tardiness, and disciplinary referrals. These results were produced for the experimental group: (1) absenteeism was lower than for the comparison group; (2) tardiness decreased over time; (3) disciplinary referrals remained low and were significantly lower than for the comparison group; (4) teacher student relationships improved significantly; (5) teachers of the group reported greater ease with classroom management than previously; (6) students learned with student team learning as well as with traditional teaching methods and liked team learning better; and (7) students and parents valued social skills training and reported that training had an impact at home and other relationships outside of school. Curriculum materials are developed for grades kindergarten to grade two and grades three to eight, and a high school curriculum is near completion. Training programs are available to assist other schools and the project has been replicated in 18 other schools. (ABL)

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YOUTH DEVELOPMENT PROJECT:

PREVENTIVE INTERVENTION IN DELINQUENCY

THREE YEAR EVALUATION REPORT

1984 - 1987

University of Hawaii-Manoa
CENTER FOR YOUTH RESEARCH
Social Science Research Institute

U.S. DEPARTMENT OF EDUCATION
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Acknowledgements

This project could never have been carried out without the persistence and enthusiasm of Patricia D. Grossman, Hilo Site Coordinator, and her staff. Pat stands for excellence and quality in her work. We have a deep appreciation for her thoroughness, for the sense of responsibility she brings to the project, and for the way she just plain gets the job done.

Special acknowledgement in preparation of this evaluation report goes to Keith Y. Kameoka, Center for Youth Research, for his assistance in processing and analyzing data. Given the magnitude of the study's data set, his expertise was highly valued.

The task of developing curricular materials rested largely on the shoulders of Joyce H. Tanji who did a thoroughly professional job. Lanette K. Yoshioka collaborated on this massive job. Without her there would be no record of the project's accomplishments.

Finally, and most importantly, we acknowledge the teachers and principals of Waiakea Elementary, Waiakea Intermediate, Hilo Union and Hilo Intermediate schools. It is the commitment of these outstanding people that have made the project a success.

YOUTH DEVELOPMENT PROJECT:

PREVENTIVE INTERVENTION IN DELINQUENCY

THREE YEAR EVALUATION REPORT

University of Hawaii-Manoa
CENTER FOR YOUTH RESEARCH
Social Science Research Institute

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Report No. 338
October 1988

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Three Year Evaluation Report of the Youth Development Project

Michael J. Manos, Ph.D.
Center for Youth Research, University of Hawaii

Executive Summary

The Youth Development Project is a research-based program for delinquency prevention and is the only program of its kind piloted with Hawaii's schoolchildren. The project tested three strategies for children and youth at-risk: 1) social skills training, 2) cooperative student team learning, and 3) parent school liaison. These strategies are used without labeling or segregation of youth and have major implications for drug awareness programs and character education.

The project was started in the 4th, 5th and 6th grades of Waiakea Elementary and Intermediate School, Hilo, Hawaii, in 1983-84; during that school year data was collected and long-range plans were drawn. The next year, 1984-85, teachers at Waiakea started intervention. For research purposes, a second school complex, Hilo Union and Hilo Intermediate, was used as a comparison. Teachers in Hilo Union and Intermediate did not intervene with their students, but they did participate in data collection. Under the joint efforts of the Center for Youth Research, University of Hawaii and the Department of Education, Hawaii District, the project completed its third year of intervention in 1987. The impact of the project on students, teachers and parents during those three years is summarized in the accompanying report.

The project is intended to impact delinquency by influencing factors that precede delinquency. These factors include school failure, inability to get along with peers and adults, absenteeism from school, school tardies, and disciplinary referrals.

The following results were produced:

- Absenteeism in the experimental group was significantly lower than in the comparison group.
- Tardiness decreased over time and was significantly lower for the experimental group.
- Disciplinary referrals remained low for the experimental group and were significantly lower than the comparison.
- Teacher student relationships improved significantly; positive social interactions between teachers and students increased over three years and were significantly higher for the experimental group.
- Experimental teachers reported greater ease with classroom management than previously.
- Experimental students learned as well with student team learning as they did with traditional teaching methods and liked team learning better than traditional methods.
- Experimental students and their parents valued social skills training and reported that training had an impact at home and with other relationships outside of school.

(These results must be interpreted cautiously due to limitations in the experimental design; they nevertheless represent differences in the experimental and comparison schools.)

The Youth Development Project is completing its fifth and final year in June, 1989. Curriculum materials are developed for grades K-2 and 3-8, and a high school curriculum, grades 9-12, is near completion. Training programs are in place to assist interested schools to implement the project. To date, the project has been replicated in 18 Hawaii schools; requests for training have come from more than 15 other schools. Discussions with the Department of Education are currently under way to plan the project's future.

The project's success arises from the commitment and dedication of the teachers and principals of Waiakea Elementary, Waiakea Intermediate, Hilo Union and Hilo Intermediate Schools. These outstanding people are the source of the accomplishment.

Introduction

The Youth Development Project is a pilot program for school-based delinquency prevention. Beginning in December, 1983, the Project uses three interrelated strategies to impact delinquency: 1) social skills training to teach students basic interpersonal skills; 2) cooperative learning to allow students opportunities to use interpersonal skills and to learn constructively from each other; and 3) community liaison to provide greater continuity between the home and school. These three strategies are described in detail elsewhere (see the "Youth Development Project: Preventive Intervention in Delinquency, Revised Project Description," Report No. 317, 1985, Center for Youth Research). The Youth Development Project is an undertaking of the Center for Youth Research, Social Science Research Institute, University of Hawaii, Manoa, and the Hawaii State Department of Education, Hawaii District. Cooperative services have also been secured from Third Circuit Court and other community agencies in Hilo, Hawaii.

This evaluation report summarizes three years of data (1984-1987) collected on the participating children and teachers.

Purpose and Organization

The purpose of this report is to evaluate the effectiveness of the Youth Development Project (YDP) over three years. The fundamental issue addressed in this report is:

Did the Project make a difference to teachers and students?

We encourage the reader to keep this single question in mind while reviewing the data because other more specific questions are derived from this one.

Every attempt has been made to present information clearly and simply. Research questions are followed by our interpretation of the data. Tables and graphs of frequencies or percentages are used whenever possible, and tests of statistical significance are used where appropriate. The reader can examine the tables and graphs after reading the brief summary of each and thus determine the YDP's effectiveness for him/herself.

The report is organized into three sections: Procedures, Research Questions and Discussion.

The Procedures section outlines which Schools participated in the project and their Parameters of Nonequivalence (how the schools differed). Sources of Data discusses how information was generated and Experimental Design and Data Analysis presents the set-up for the study and the methods used for analyzing data.

The Research Questions section is the heart of this report. The reader may want to skip directly to it as it addresses whether or not the YDP made a difference in school. Seven questions are organized according to: Program Implementation which examines how teachers and students used the YDP; Impact on Schools in which social climate, classroom management and achievement are addressed; and Generalization which explores whether students mastered skills and to what extent they used skills in their everyday experience (i.e., outside the teaching situation). A question/answer format is used. The question and the sources of data that were used to answer the question are given on a title page. This is followed by a narrative in which the question is briefly answered. After this answer, the data from which the answer is derived are presented.

The final section of the report is the Discussion section. It presents the implications the YDP has for delinquency prevention and the project's future directions.

Procedures

Schools

Subjects in the project are students in Groups 1, 2 and 3 of the experimental (Waiakea Elemetary/Intermediate Schools received intervention) and comparison schools (Hilo Union/Hilo Intermediate Schools did not receive intervention). Group 1 students were in the 4th grade at the start of the study (school year 1984-85), Group 2 was in 5th grade and Group 3, sixth grade. Group 1 thus had three years of intervention, Group 2, two years, and Group 3, one year. (See Appendix A for a description of the cohort progression.) The schools were selected as a result of a preliminary study identifying feeder schools to high delinquency rate intermediate and high schools. (See Omura, Manos & O'Donnell, 1984, Center for Youth Research, Technical Report No. 294) for the study and discussion.)

Table 1 indicates the numbers of students participating in the study. The "% Attrition" column indicates for each cohort how many students dropped out of the study; these "dropouts" were due primarily to family relocation or illness. The only major discrepancy in attrition is between the Experimental (E) and comparison (C) Group 2; the E group decreased 9.6% while the C group declined 26.9%.

Table 1: Summary table of numbers (N) of participating students in first and third year for experimental and comparison schools

		N First Year		N Third Year*		% Attrition
	Group	Grade		Grade		
Experimental	1	4	101	6	85	15.8
(Waiakea	2	5	115	7	104	9.6
Elem/Inter)	3	6	99	8	83	16.1
Comparison	1	4	52	6	44	15.4
(Hilo Union/	2	5	78	7	57	26.9
Hilo Inter)	3	6	66	8	55	16.7

*In subsequent tables, N sizes will vary depending on the variable for which data is collected. Some data could not be collected on all students.

Parameters of Nonequivalence

Before drawing conclusions on the effectiveness of the YDP it is important to ask whether the experimental (E) and comparison (C) schools are similar. Are they alike enough to be compared or are they so unlike that our discussion would be like comparing apples and oranges?

Table 2 gives the parameters of nonequivalence, that is, the characteristics around which the schools are alike or different at the start of the study's data collection (1983-84). Both schools are similar in sex, ethnicity (except Japanese), parental employment and parental education. Schools differ in socioeconomic status as measured by "free" or partially subsidized school lunch (36.5% E students are below the norm compared to 55.0% of the C students) and on household status where there are more single parent households in the C school (11.5% E and 36.9% C). In each area of difference (i.e., Japanese ethnicity, SES and household status) the schools differ by about 20%. Though these differences may in some ways impact results, sizeable variations in results are unlikely as there is equivalence along all other parameters.

Table 3 compares the E and C teachers at the start of the study's intervention (1984-85). Classroom observations were made of 1) positive physical contacts, 2) verbal praise for individuals and 3) the class, 4) reprimands for individuals and 5) the class. No differences are noted; teachers in both schools were acting similarly with students. It is probable, then, that effects in the E school cannot be attributed to already existing patterns of behavior among teachers.

Table 2: Parameters of nonequivalence for experimental (Waiakea Elem. & Inter.) and comparison (Hilo Union) schools

		E	C
Sex:	Male	47.7%	44.7%
	Female	52.3	55.3
Ethnicity:	Chinese	.7	1.7
	Filipino	7.9	12.6
	Hawaiian/Part Hawaiian	30.5	32.7
	Japanese	44.1	22.1
	White	5.3	14.3
	Other	11.5	16.6
Socioeconomic status:	Below norm	36.5	55.0
	Norm & above	63.5	45.0
Parental Employment:	One employed	40.7	42.0
	Both employed	54.7	49.5
	Neither employed	4.6	8.5
Parental Education: (Father)	Did not complete high school	10.3	16.5
	High school graduate	66.3	58.7
	College graduate	23.4	24.8
Parental Education: (Mother)	Did not complete high school	9.6	12.6
	High school graduate	63.7	70.1
	College graduate	26.7	17.3
Household: (Child lives with)	Both parents	83.2	52.2
	Single parent	11.5	36.9
	Other (e.g., relative)	5.3	10.9

Table 3: Teacher differences for E and C schools

		N	M	SD	t	
Positive Physical Contact	E	18	3.28	5.34	1.71	NS
	C	13	1.00	1.58		
Verbal Praise: Individual	E	18	17.50	16.62	1.79	NS
	C	13	9.15	9.07		
Verbal Praise: Class	E	18	6.78	9.78	0.54	NS
	C	13	5.08	6.69		
Reprimands: Individual	E	18	33.72	28.05	0.84	NS
	C	13	26.46	16.12		
Reprimands: Class	E	18	10.22	7.13	0.42	NS
	C	13	11.54	10.32		

Sources of Data

Data for this report derives from four sources: surveys; direct classroom observations; archival data; and anecdotal information.

Surveys

Four surveys were used. Teachers in the experimental schools completed 1) monthly Teacher Summary Reports (see Appendix B) in which they cited the extent to which they used the project interventions (i.e., social skills training and student team learning). In May of each year, 2) teachers, 3) students and 4) parents completed Satisfaction Questionnaires (Appendix C) related to their satisfaction with the project.

Classroom Observations

Observations of Experimental (E) and Comparison (C) student behavior were made in four rounds roughly corresponding to the schools quarterly grading periods. Time on-task, disturbing others and teacher/peer social interactions are reported. (See Appendix D for definitions of these behaviors.) Interval recording of 30 seconds was used. Three year classroom observation data are presented for Group 1 students only as such observations could not be made in Groups 2 and 3 due to logistical problems in intermediate school.

Reliability checks on observer recording were taken on 35% of sessions. Reliability was calculated using the formula:

$$\frac{\text{\# agreements}}{\text{\# agreements + \# disagreements}} \times 100$$

and averaged 86.7%.

Archival Data

Absenteeism, tardies, disciplinary referrals and grade point averages were collected from school records. Information on criminal activity was collected from Family Court and Department of Social Services and Housing records.

Anecdotal Information

Teachers, parents and students talked about incidents that showed the effectiveness of intervention. Teachers, for example, submitted anecdotal notes (Appendix E) from time to time in which they described students using social skills or cooperating in learning. They also discussed incidents in exit interviews conducted at the end of each year. The stories and notes were collected and summarized.

Experimental Design and Data Analysis

The study used a nonequivalent multiple-group time-series design in which the E and C schools formed naturally occurring groups. The design is modified from traditional time series designs in that the control school did not receive intervention. The diagram for this design is presented in Figure 1.

The first observation (O_1) represents baseline data collected prior to intervention in the 1983-84 school year. For logistical reasons, baseline was not collected for all variables. Subsequent observations (O_2 O_3...O_N) were collected quarterly or yearly.

Figure 1

Nonequivalent multiple-group time-series design with continuous single treatment for the experimental school only

E	O_1	X	O_2	O_3	O_4	...	O_N
C	O_1		O_2	O_3	O_4	...	O_N

Repeated measures analysis of variance (ANOVA) and graphic presentation of frequencies and percentages were used for data analysis. Impact was noted only where there was a change observed <u>both</u> graphically and statistically. In the ANOVA for repeated measures there are two parts: TESTS OF HYPOTHESES FOR BETWEEN SUBJECTS EFFECTS which is a test of the overall difference between schools (main effects for schools), and UNIVARIATE TESTS OF HYPOTHESES WITHIN SUBJECTS EFFECTS which tests whether there is a) an overall difference between time periods (main effect for time) and whether there is b) a difference over time between schools (interaction of school and time). It is this interaction (i.e., school and time) that is of interest to the study. Ideally what we should find is that the experimental school improved more than the comparison school from year to year.

Before reviewing the data, the reader is cautioned that the study's experimental design has three problems. First, data gathered prior to intervention consists of only one data point, and, in some cases, was not available at all. (Some data could not be collected for logistical reasons.) This limits our knowledge of the full impact of the project; it is rather like not being able to fully appreciate a person's losing fifty pounds because we only saw him after the weight was lost and not before. Second, differences found may be due to differences in groups rather than to the impact of intervention. In other words, despite the similarity of both groups outlined in Table 2 and the similarity of teachers in Table 3, groups may differ along parameters not detected by our data. Such parameters might include transience of the community over time, for example.

The third factor is history effects, that is, changes occurring in the schools over time. In the second year of intervention, for example, the number of sixth graders in Waiakea Intermediate School (E) doubled due to redistricting. Though these new students were not included in the data, their influx, by sheer numbers alone, certainly influenced teachers and student behavior.

Other design problems are not quite the concern as those mentioned above. Effects due to maturation are not critical as both the E & C students are growing older at the same time. Mortality does not appear to be a problem in the study as rates are similar for both groups. (The reader may note the differences between E & C for Group 2 in Table 1.)

Problems in design occur in almost all social science research. They limit our unequivocal understanding of intervention effects. As the reader peruses the data, he or she is encouraged to bear this in mind. One may come to the data from a statistically empirical perspective, but the data may also be assessed from its social impact. Was there something that occurred in the experimental school that did not occur in the comparison school and people easily noticed the difference? The social impact of a project like the YDP, that is, the effect it had on people rather than a purely statistical effect, may be of greater importance than its empirical import.

Research Questions

The general purpose of the Youth Development Project is to prevent delinquency. At this stage of the project, however, it is not possible to know whether we have actually done so; such a determination is still several years off. The question we can answer is whether the project made a difference in the schools. School failure measured in terms of disciplinary referrals, tardies or grade point average is associated with youth's delinquent activity, and, by determining whether we have influenced these factors, we will have an idea as to the project's impact on delinquency.

With this reasoning in mind and using the sources of data cited above, we respond to seven research questions. (These questions are a revised form of the research goals and research questions outlined in the "Youth Development Project: Preventive Intervention in Delinquency, Revised Project Description", Report No. 317, July, 1985, pp. 7-9. The original goals and questions are included in Appendix F for the reader's referral. Questions were refined to provide the reader with more constructive information in the three year report.)

The first section, Program Implementation, explores general program considerations and outlines the extent to which teachers and students used social skills training and student team learning. Impact on the schools, the next section, addresses how the project influenced teacher and student behavior in school. The Generalization section addresses whether or not students used social skills in situations outside their classroom training sessions.

The specific research questions in each area are outlined below.

Program Implementation

1) Did teachers teach social skills and use student team learning?
2) Did students learn social skills?
3) Which skills were used, which students used skills and with whom did they use them?

Impact on School

4) Did the program improve classroom teacher and peer social interaction?
5) Did the program improve classroom management?
6) Did the program affect school achievement?

Generalization

7) Did social skills training and student team learning generalize?

Question #1: Did teachers teach social skills and use student team learning?

Sources of data

Surveys/ Questionnaires	Classroom Observation	Archival	Anecdotal
-Monthly Teacher Summary	--	--	--
-Teacher Questionnaire			

Answer #1

Tables 4 - 6 describe the percent of teachers using social skills and student team learning regularly.

Teachers did teach social skills consistently in that in any given week, 98% of them reported they held social skills sessions. Sixty-seven to 75% used team learning each week.

Interestingly, 4th and 5th grade teachers who started the project but who were no longer formally a part of it in 1986-87 also continued to use social skills and team learning even though they were not required to do so and were given no consistent support. This is an indication of the persistence of the Project after support is withdrawn. In other words, teachers continued the Project on their own without the incentive of active participation in research.

Table 4: Percent of teachers reporting using social skills training and student team learning weekly

	Grades 4-6 1984-85	Grades 5-6 1985-86	Grade 6 1986-87
Social Skills	98%	98%	98%
STL	67%	75%	73%

(100% teachers reporting)

Table 5: Percent of 6th grade teachers reporting using social skills training and student team learning weekly by month

		MONTHLY REPORT FOR 1986-87								
	Total	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Social Skills	98%	100	100	91	100	100	90	100	100	100
STL	73%	73	73	73	73	70	30	82	100	82

(100% teachers reporting, 6th grade only)

Table 6: Percent of teachers not formally in the Project reporting using social skills training and student team learning weekly

	1986-87
Social Skills	100%
Student Team Learning	80%

(74% teachers reporting, 4-5th grade);

Question #2: Did students learn social skills?

Sources of data

Surveys/ Questionnaires	Classroom Observation	Archival	Anecdotal
-Student Social Skills Survey	--	--	Teacher Report

Answer #2

Teachers and students report students did learn social skills.

According to teacher and student reports, students learned social skills and used them in a variety of situations inside and outside the classroom. All teachers (100%) reported that students learned the skills and skill steps in the classroom training sessions. All teachers reported students used the skills from time to time though most said students did not always use all of the skill steps associated with the skill.

The top six skills students mastered (i.e., they consistently demonstrated use of all skill steps) from the most often used to the least often were:

1. problem solving
2. conversation
3. responding to teasing
4. saying no
5. making friends
6. interrupting appropriately

The methods students used to learn these skills were: a) developing a skit, cartoon or activity; b) reading material; c) practice the skill; d) ask team members; e) consult with teachers. Appendix G provides detailed description of the classroom social skills training sessions.

Question #3: Which skills were used, which students used skills and with whom did they use them?

Sources of data

Surveys/ Questionnaires	Classroom Observation	Archival	Anecdotal
-Teacher Survey			Teacher Report
-Student Survey			

Answer #3

These data are based on teacher observations and student survey responses and therefore reflect what teachers and students perceived to happen rather than what actually happened.

As noted in Figure 2, boys tended to use skills more often than girls; in Figure 3, boys and girls used skills more often with adults than with peers; and in Figure 4 the most frequently used skills were: 1) interrupting appropriately, 2) responding to teasing, 3) giving negative feedback, 4) apologizing and 5) getting help. (See Figure 4 for other skills.) Percentages in Figures 2-4 indicate the percent of respondents. In Figure 2, for example, 61.9% of teachers and students reported they noticed boys using skills more often than girls; in Figure 3, 56.5% of respondents said students used skills with adults and 43.5% said they noticed students using them most often with peers.

SOCIAL SKILL USE
MALE/FEMALE

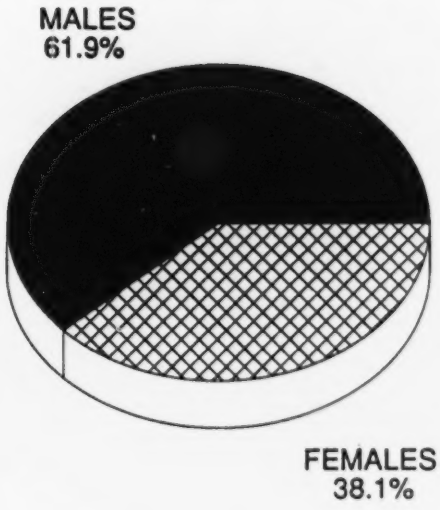


Figure 2

SOCIAL SKILL USE
ADULTS/PEERS

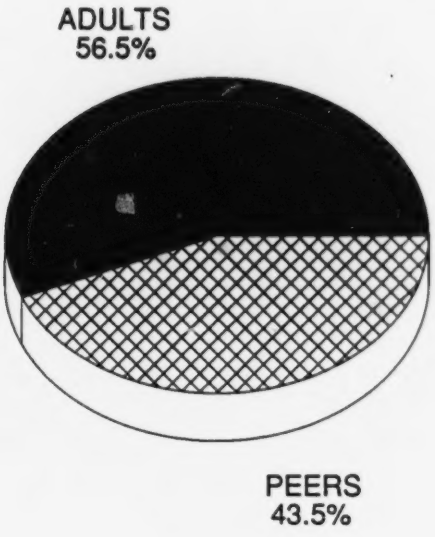
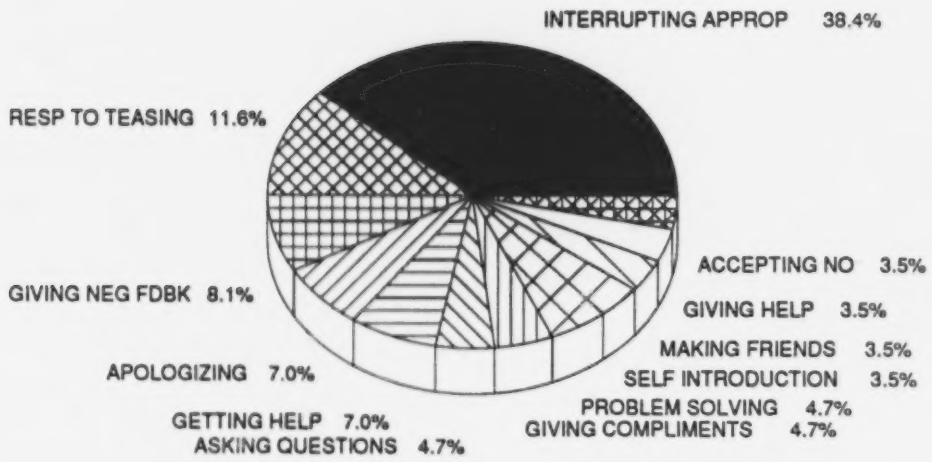


Figure 3

FREQUENCY OF SOCIAL SKILLS
TEACHER REPORTS



Rounding error accounts for total

Figure 4

Question #4: Did the program improve classroom teacher and peer social interactions?

Sources of data

Surveys/ Questionnaires	Classroom Observation	Archival	Anecdotal
-Teacher Survey	-Social Interaction -Peers		Teacher Reports
-Student Satisfaction Survey	-Social Interaction -Teachers		

Answer #4

Social interactions between students and their teachers are statistically significant over time favoring the E school (Table 10); interactions for peers, however, are fairly similar for both the experimental and control schools (Table 7). The trend lines in Figure 5 indicate a slight improvement for the E students with their peers and in Figure 6 a greater decline for C students and their teachers. Though peer trends are not statistically significant (Table 8), the social interaction with teachers is significant over time (Table 10, school x time interaction, p .01).

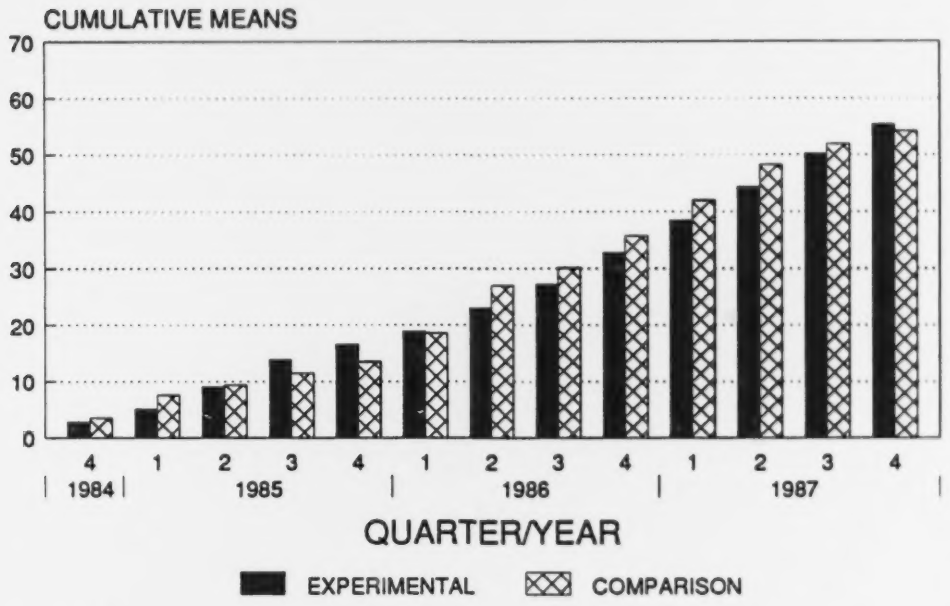
Teachers in the experimental school also reported numerous incidents in which students used social skills learned in the program. Teachers responded positively to questions pertaining to changes in students as a result of social skills training. These are indicated in Table 11.

In anecdotal reports, teachers generally reported that social interactions tended to improve as a result of social skills training. According to teachers, for example, students consistently used the skills "interrupting appropriately", "active listening", and "responding to teasing". One teacher said she could "really tell the difference between students who had had the training and those who had not."

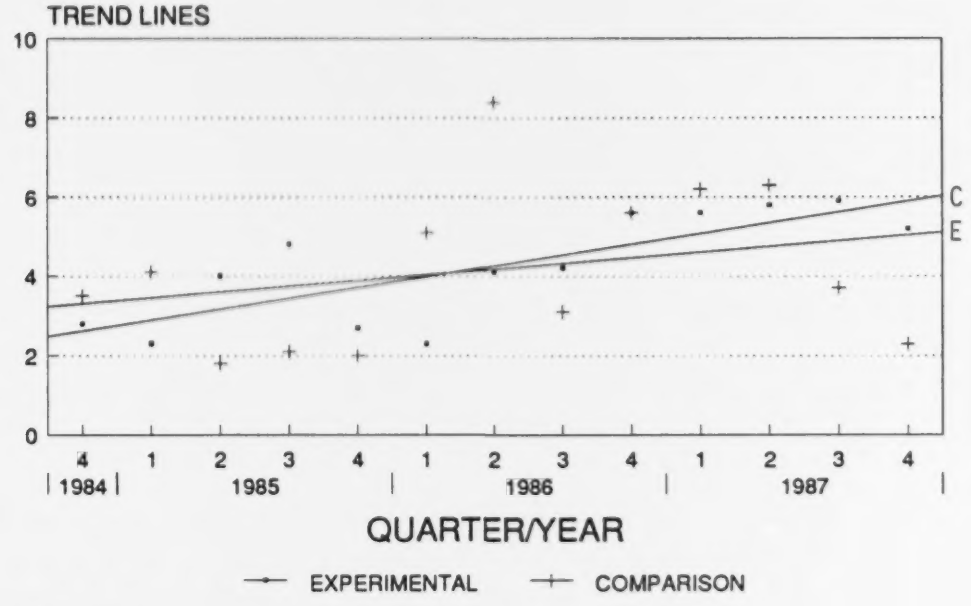
Students as well as teachers reported that gains were made through social skills training. Table 12 indicates that students enjoyed the training; training supported their relationships with classmates, teachers and parents; and specific skills assisted them in class, school and at home.

Though interactions among students showed only slight differences (see Discussion section for an explanation of this occurrence), social interactions with teachers improved significantly.

SOCIAL INTERACTION-PEERS
GROUP 1



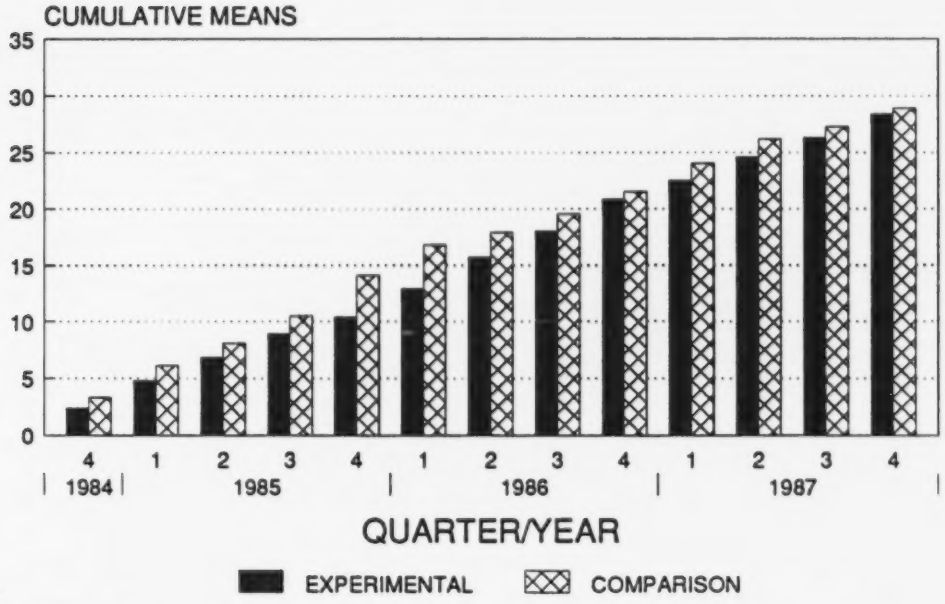
Exp N=41, Comp N=14
In 4th grade 1985-86 school year.



Exp N=41, Comp N=14
In 4th grade 1985-86 school year.

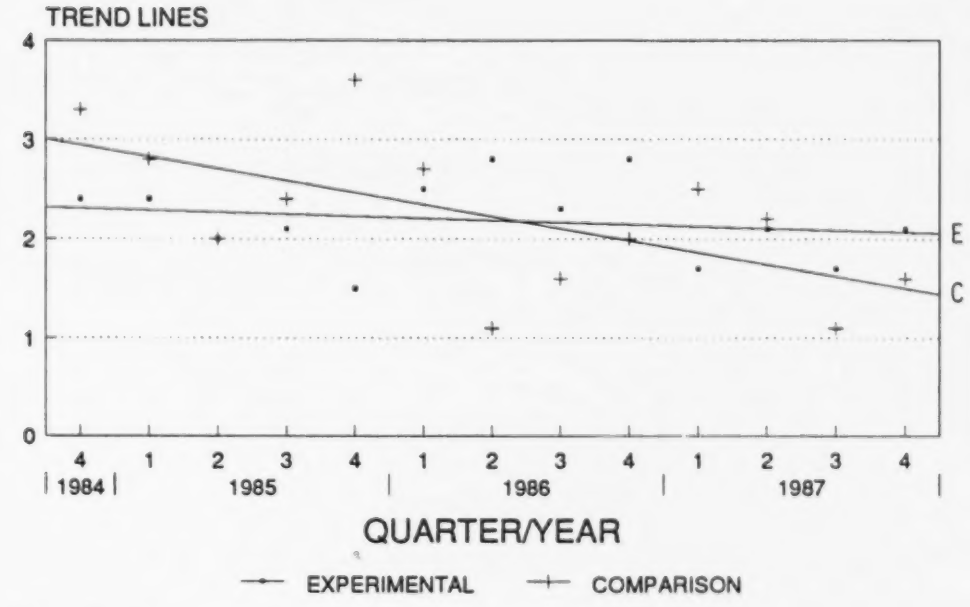
Figure 5

SOCIAL INTERACTIONS-TEACHER
GROUP 1



Exp N=86, Comp N=45
In 4th grade 1984-85 school year

GROUP 1



Exp N=86, Comp N=45
In 4th grade 1984-85 school year

Figure 6

Table 7: Positive social interaction with peers - Means by quarter for Group 1

	Quarter	E N=(41)	C N=(14)
Baseline 1984*	4	2.8	3.5
	1	2.3	4.1
1985*	2	4.0	1.8
	3	4.8	2.1
	4	2.7	2.0
	1	2.3	5.1
1986*	2	4.1	8.4
	3	4.2	3.1
	4	5.6	5.6
	1	5.6	6.2
1987*	2	5.8	6.3
	3	5.9	3.7
	4	5.2	2.3
		55.3	56.5

*School year ended in June of year.

Table 8: Repeated measures - Positive social interaction with peers for Group 1

Source	df	MS	F	p
Between Ss	54			
School	1	.59	.02	NS
Error	53	32.85		
Within Ss	660			
Time	12	74.20	2.57	.005
School x Time	12	49.43	1.71	NS
Error	636	28.86		

Table 9: Positive social interaction with teachers - Means by quarter for Group 1

	Quarter	E N=(86)	C N=(45)
Baseline 1984*	4	2.4	3.3
1985*	1	2.4	2.8
	2	2.0	2.0
	3	2.1	2.4
	4	1.5	3.6
1986*	1	2.5	3.7
	2	2.8	1.1
	3	2.3	1.6
	4	2.8	2.0
1987*	1	1.7	2.5
	2	2.1	2.2
	3	1.7	1.1
	4	2.1	1.6

*School year ended in June of year.

Table 10: Repeated measures - positive social interaction with teachers for Group 1

Source	df	MS	F	p
Between Ss	54			
School	1	1.32	0.1	NS
Error	53	13.76		
Within Ss	660			
Time	12	12.29	1.60	NS
School x time	12	19.01	2.47	.01
Error	636	7.70		

Table 11: Summary of teacher survey relating to use of social skills

Question	% Positive Response	% Neutral Response	% Negative Response
Observed students:			
Using skills outside the classroom?	85.7	0.0	9.5
Observed students using skills often?	23.8	47.6	14.3
Student social interactions improved?	57.1	23.8	14.3

Table 12: Summary of responses to student satisfaction survey

	Yes	Sometimes	No
1. Enjoyed Social Skills Training	47.5*	46.0	6.4

	Very	Often	Sometimes	Never
2. Social Skills Supported Relationships with:				
Classmates	24.2	33.1	39.9	2.8
Teachers	16.1	46.4	32.6	4.9
Other School Personnel	14.2	32.1	42.9	10.8
Parents	31.3	34.3	28.4	6.0
3. Used Social Skills In Student Team Learning	7.5	31.2	53.4	7.9

	Classroom	School	Home
4. Skills Students Felt Were Most Useful In:			
RANK ORDER	1 Interrupting Appropriately	1 Greetings	1 Greetings
	2 Greetings	2 Responding to Teasing	2 Saying Thanks
	3 Active Listening	3 Saying Thanks	3 Giving Help
	4 Saying Thanks	4 Conversation	4 Following Instructions
	5 Following Instructions	5 Apologizing	5 Accepting No

*Numbers represent percent of the 269 respondents.

Question #5: Did the program improve classroom management?

Sources of data

Surveys/ Questionnaires	Classroom Observation	Archival	Anecdotal
	-Disturbing Others	-Disciplinary Referrals	Teacher Anecdotal Forms
		-Tardies	
		-Absences	

Answer #5

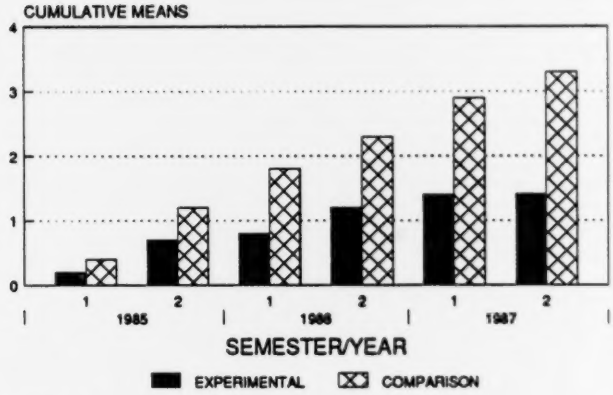
The experimental and control schools differ markedly in classroom management. There are fewer cummulative disciplinary referrals (Figures 7-8, Tables 13-16), tardies (Figures 9-10, Tables 17-20) and absences (Figures 11-12, Tables 21-24) in the experimental school. The longer students participated in the project, the more disciplinary referrals are influenced (Figure 8). Interestingly, disciplinary referrals dropped off for C students as soon as they entered intermediate school. Also, E students interfered less with each others' work; that is, they did not disturb others as often in the classroom (Figures 13-14 and Tables 25-26).

Anecdotally, teachers reported dramatic changes in classroom management. Most teachers pointed out that social skills training provided a means of consistency across classrooms in managing behavior; when a teacher told students to "active listen," for example, students became quiet and attentive regardless of whether or not the teacher was their homeroom teacher. Several teachers said they did not even need to speak; all they had to do was point to a specific skill chart taped to the wall and students responded accordingly.

Student team learning also improved classroom management procedures. Teachers noticed that students remained on-task for longer periods of time, coached each other during study periods, and cooperated more consistently in study groups.

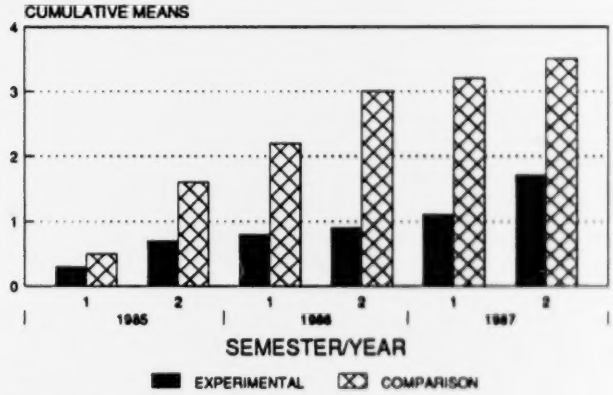
The program favorably influenced classroom management.

DISCIPLINARY REFERRALS
GROUP 1



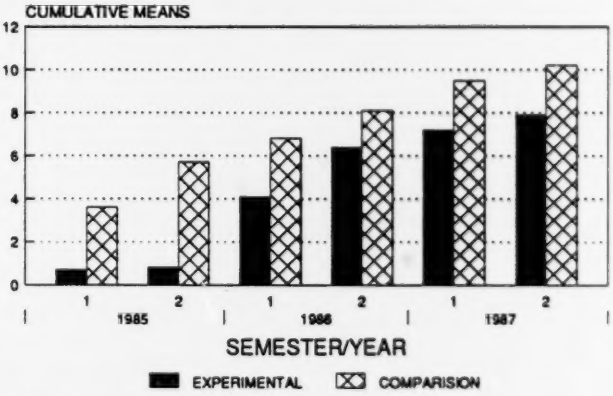
Exp N=86, Comp N=45
In 4th grade 1984-85 school year

GROUP 2



Exp N=108, Comp N=60
In 5th grade 1984-85 school year

GROUP 3

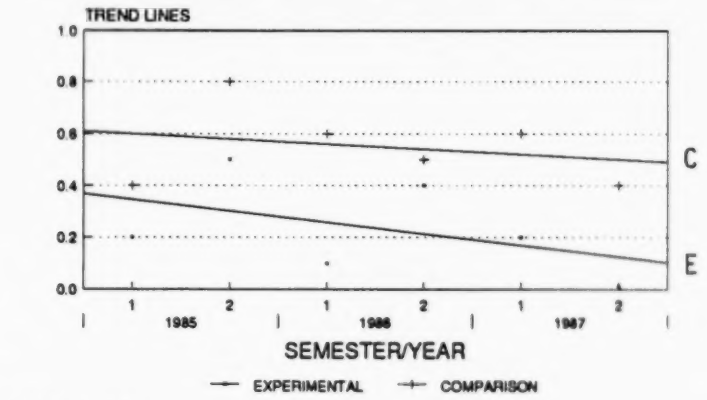


Exp N=9, Comp N=9
In 6th grade 1984-85 school year

Figure 7

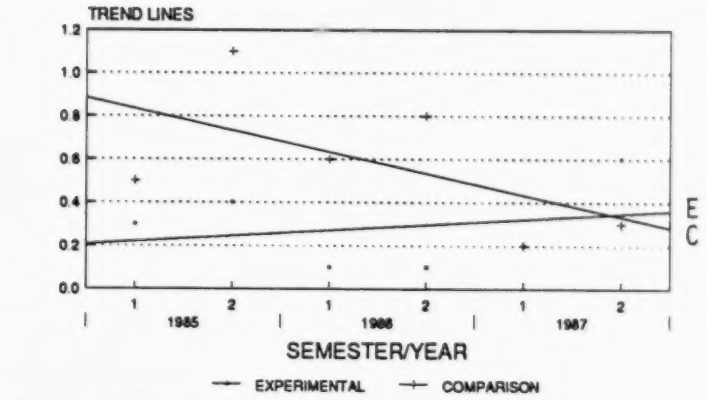
DISCIPLINARY REFERRALS

GROUP 1



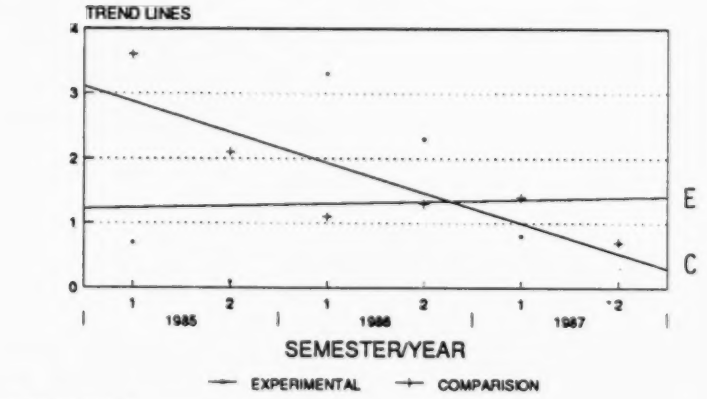
Exp N=88, Comp N=45
In 4th grade 1984-85 school year

GROUP 2



Exp N=108, Comp N=60
In 5th grade 1984-85 school year

GROUP 3



Exp N=9, Comp N=9
In 6th grade 1984-85 school year

Figure 8

Table 13: Disciplinary referrals by semester for Group 1

Group 1	Semester	E	C
Year		N=(86)	N=(45)
1985	1	.2	.4
	2	.5	.8
1986	1	.1	.6
	2	.4	.5
1987	1	.2	.6
	2	.01	.4
Group 2		N=(108)	N=(60)
1985	1	.3	.5
	2	.4	1.1
1986	1	.1	.6
	2	.1	.8
1987	1	.2	.2
	2	.6	.3
Group 3		N=(9)	N=(9)
1985	1	.7	3.6
	2	.1	2.1
1986	1	3.3	1.1
	2	2.3	1.3
1987	1	.8	1.4
	2	.7	.7

Table 14: Repeated measures - Disciplinary referrals for Group 1

Source	df	MS	F	p
Between Ss	130			
School	1	20.04	3.66	NS
Error	129	5.48		
Within Ss	655			
Time	5	2.24	2.81	.05
School x Time	5	0.91	1.14	NS
Error	645	0.80		

Table 15: Repeated measures - Disciplinary referrals for Group 2

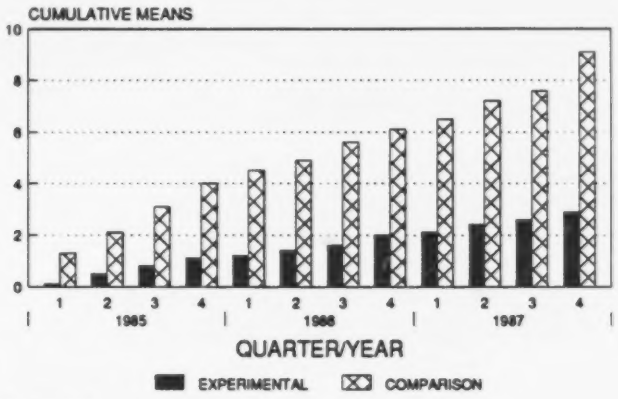
Source	df	MS	F	p
Between Ss	167			
School	1	20.61	6.21	.05
Error	166	3.32		
Within Ss	840			
Time	5	5.86	4.87	.001
School x Time	5	6.01	4.99	.001
Error	830	1.20		

Table 16: Repeated measures - Disciplinary referrals for Group 3

Source	df	MS	F	p
Between Ss	17			
School	1	4.08	.53	NS
Error	16	7.73		
Within Ss	90			
Time	5	7.21	2.48	.05
School x Time	5	16.04	5.51	.001
Error	80	2.91		

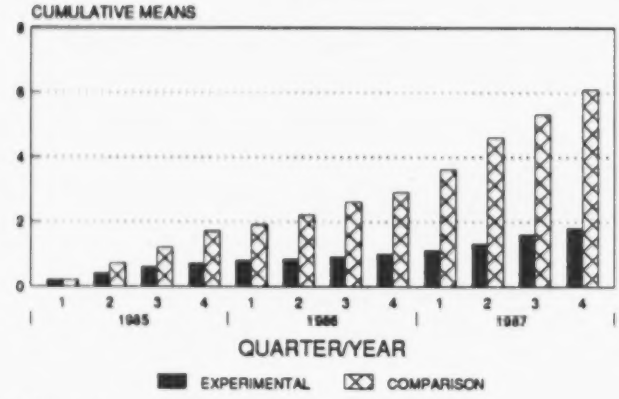
TARDIES

GROUP 1



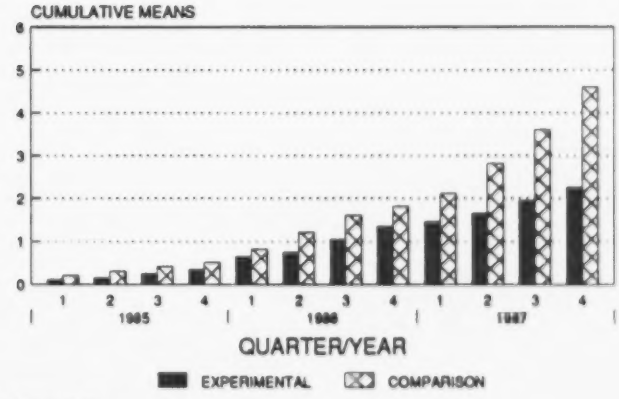
Exp N=85, Comp N=44
In 4th grade 1984-85 school year

GROUP 2



Exp N=104, Comp N=57
In 5th grade 1984-85 school year

GROUP 3



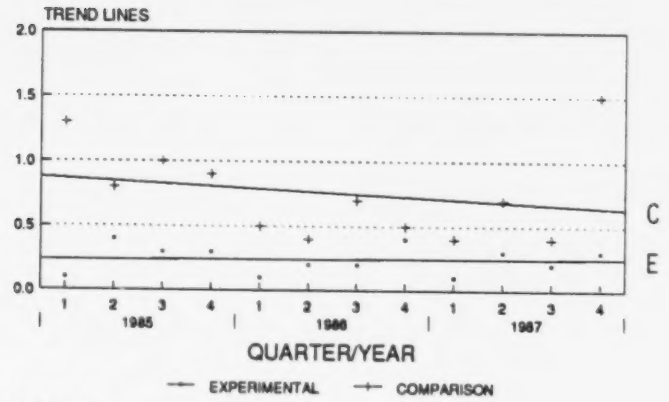
Exp N=83, Comp N=55
In 6th grade 1984-85 school year

Figure 9

41

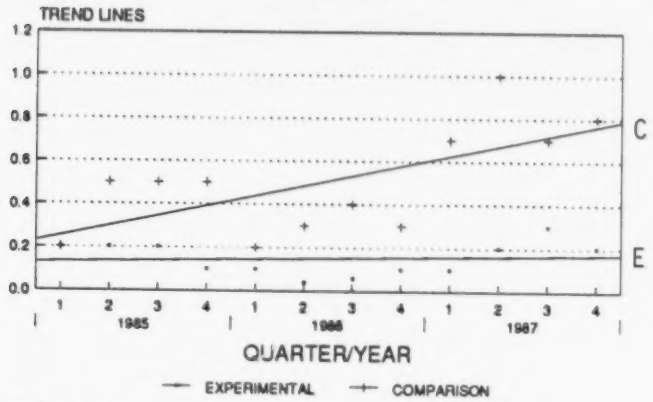
TARDIES

GROUP 1



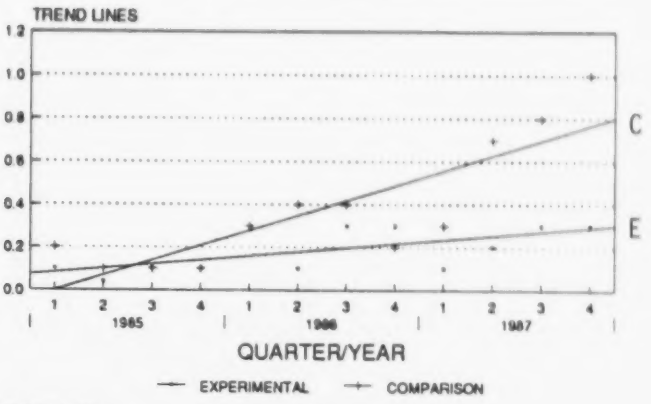
Exp N=85, Comp N=44
In 4th grade 1984-85 school year

GROUP 2



Exp N=104, Comp N=57
In 5th grade 1984-85 school year

GROUP 3



Exp N=83, Comp N=55
In 6th grade 1984-85 school year

Figure 10

Table 17: Tardies - Means by quarter

	Group 1	E	C
		N=(85)	N=(44)
1985*	1	.1	1.3
	2	.4	.8
	3	.3	1.0
	4	.3	.9
1986*	1	.1	.5
	2	.2	.4
	3	.2	.7
	4	.4	.5
1987*	1	.1	.4
	2	.3	.7
	3	.2	.4
	4	.3	1.5

	Group 2	E	C
		N=(104)	N=(57)
1985*	1	.2	.2
	2	.2	.5
	3	.2	.5
	4	.1	.5
1986*	1	.1	.2
	2	.04	.3
	3	.06	.4
	4	.1	.3
1987*	1	.1	.7
	2	.2	1.0
	3	.3	.7
	4	.2	.8

	Group 3	E	C
		N=(83)	N=(55)
1985*	1	.1	.2
	2	.04	.1
	3	.1	.1
	4	.1	.1
1986*	1	.3	.3
	2	.1	.4
	3	.3	.4
	4	.3	.2
1987*	1	.1	.3
	2	.2	.7
	3	.3	.8
	4	.3	1.0

*School year ending in June of year.

Table 18: Repeated measures - Tardies across quarters for Group 1

Source	df	MS	F	p
Between Ss	128			
School	1	93.25	6.59	.05
Error	127	14.14		
Within Ss	1419			
Time	11	4.53	2.77	.05
School x Time	11	3.77	2.30	NS
Error	1397	1.64		

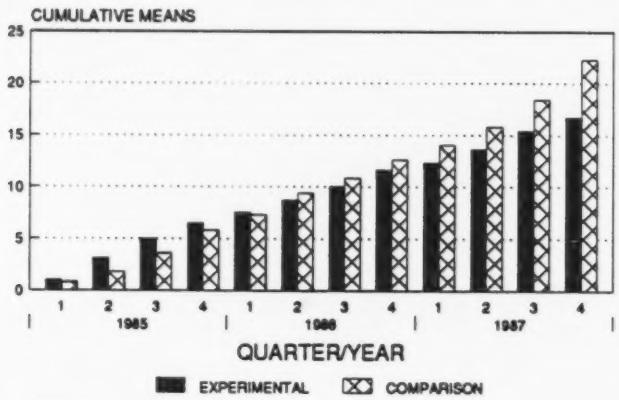
Table 19: Repeated measures - Tardies across quarters for Group 2

Source	df	MS	F	p
Between Ss	160			
School	1	57.39	21.41	.001
Error	159	2.68		
Within Ss	1771			
Time	11	2.64	5.12	.001
School x Time	11	1.63	3.16	.001
Error	1749	0.52		

Table 20: Repeated measures - Tardies across quarters for Group 3

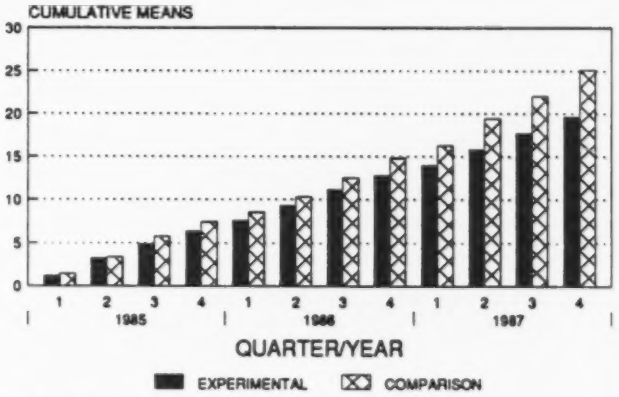
Source	df	MS	F	p
Between Ss	137			
School	1	47.08	2.99	NS
Error	136	15.73		
Within Ss	414			
Time	3	44.20	4.92	.005
School x Time	3	27.15	3.02	NS
Error	408	8.98		

ABSENCES
GROUP 1



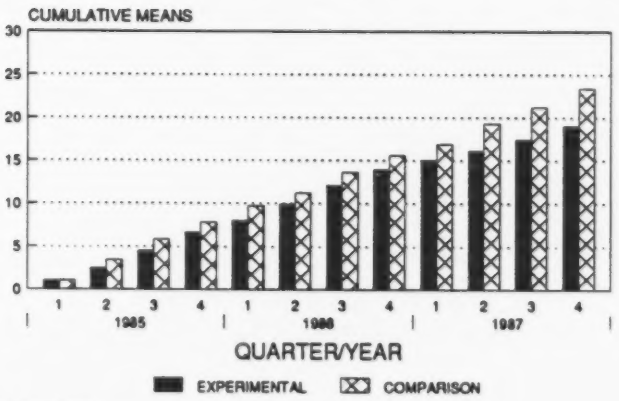
Exp N=86, Comp N=44
In 4th grade 1984-85 school year

GROUP 2



Exp N=104, Comp N=58
In 5th grade 1984-85 school year

GROUP 3

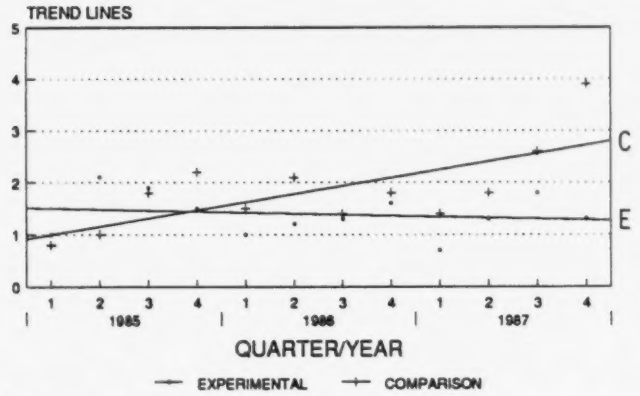


Exp N=83, Comp N=55
In 6th grade 1984-85 school year

Figure 11

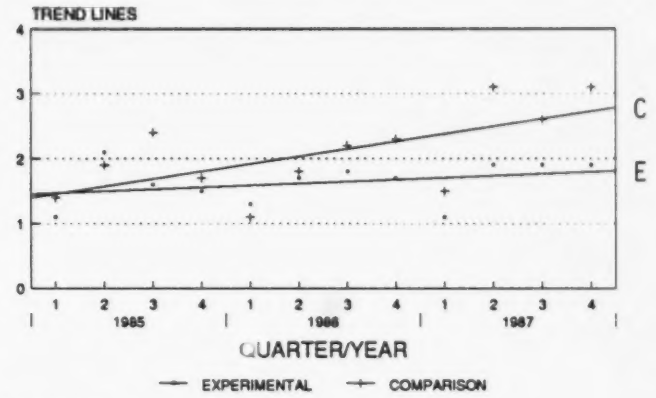
ABSENCES

GROUP 1



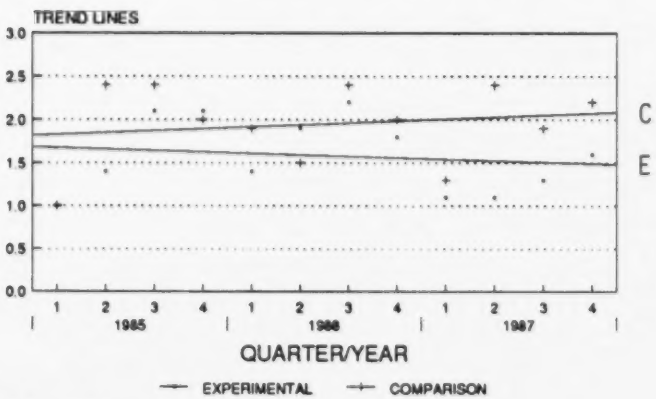
Exp N=86, Comp N=44
In 4th grade 1984-85 school year

GROUP 2



Exp N=104, Comp N=58
In 5th grade 1984-85 school year

GROUP 3



Exp N=83, Comp N=55
In 6th grade 1984-85 school year

Figure 12

Table 21: Absences - Means by quarters

	Group 1	E	C
		N=(86)	N=(44)
1985*	1	1.0	0.8
	2	2.1	1.0
	3	1.9	1.8
	4	1.5	2.2
1986*	1	1.0	1.5
	2	1.2	2.1
	3	1.3	1.4
	4	1.6	1.8
1987*	1	0.7	1.4
	2	1.3	1.8
	3	1.8	2.6
	4	1.3	3.9
	Group 2	**E**	**C**
		N=(104)	N=(58)
1985*	1	1.1	1.4
	2	2.1	1.9
	3	1.6	2.4
	4	1.5	1.7
1986*	1	1.3	1.1
	2	1.7	1.8
	3	1.8	2.2
	4	1.7	2.3
1987*	1	1.1	1.5
	2	1.9	3.1
	3	1.9	2.6
	4	1.9	3.1
	Group 3	**E**	**C**
		N=(83)	N=(55)
1985*	1	1.0	1.0
	2	1.4	2.4
	3	2.1	2.4
	4	2.1	2.0
1986*	1	1.4	1.9
	2	1.9	1.5
	3	2.2	2.4
	4	1.8	2.0
1987*	1	1.1	1.3
	2	1.1	2.4
	3	1.3	1.9
	4	1.6	2.2

*School year ending June of year.

Table 22: Repeated measures - Absences across quarters for Group 1

Source	df	MS	F	p
Between Ss	129			
School	1	71.93	2.39	NS
Error	128	30.06		
Within Ss	1430			
Time	11	25.13	5.75	.001
School x Time	11	21.85	5.00	.001
Error	1408	4.37		

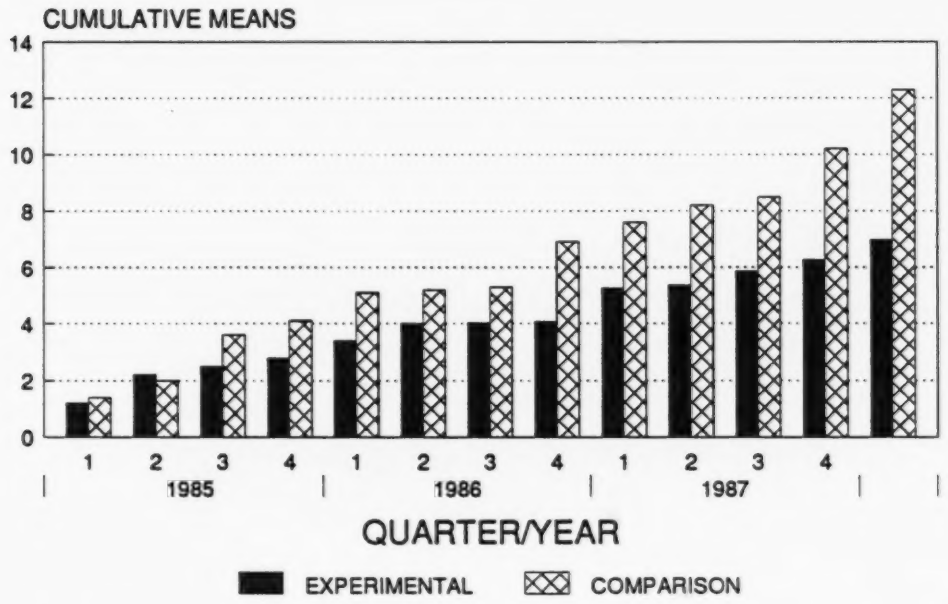
Table 23: Repeated measures - Absences across quarters for Group 2

Source	df	MS	F	p
Between Ss	161			
School	1	90.22	2.97	NS
Error	160	30.34		
Within Ss	1772			
Time	11	30.72	5.80	.001
School x Time	11	7.73	1.46	NS
Error	1760	5.30		

Table 24: Repeated measures - Absences across quarters for Group 3

Source	df	MS	F	p
Between Ss	137			
School	1	46.83	1.74	NS
Error	136	26.84		
Within Ss	1518			
Time	11	19.49	4.49	.001
School x Time	11	7.39	1.70	NS
Error	1496	4.34		

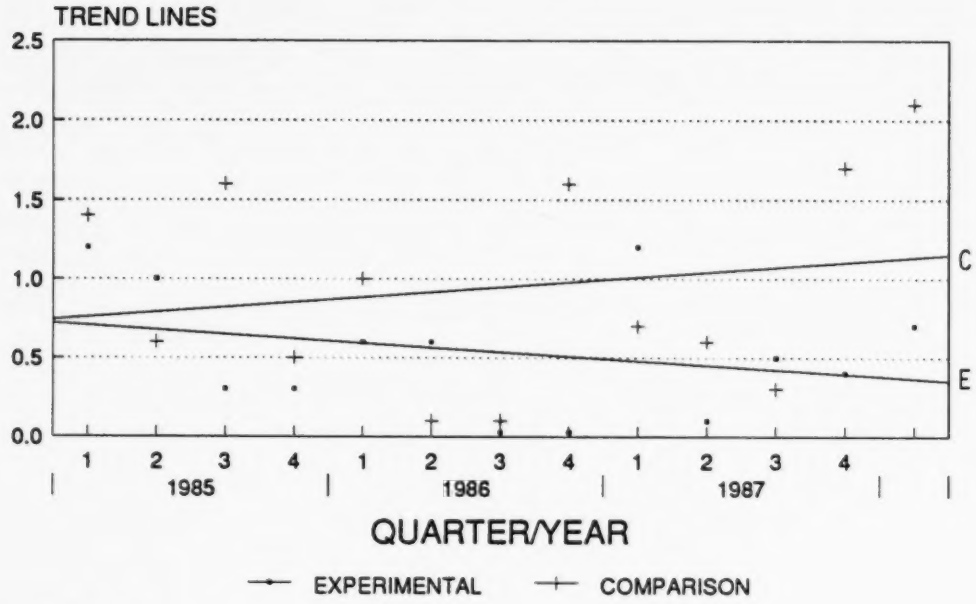
DISTURBING OTHERS
GROUP 1



Exp N=40, Com N=14
In 4th grade 1984-85 school year

Figure 13

DISTURBING OTHERS
GROUP 1



Exp N=40, Com N=14
In 4th grade 1984-85 school year.

Figure 14

Table 25: Disturbing others - Means by quarter for Group 1

	Quarter	E (40)	C (14)
BASELINE 1984*	4	0.7	2.1
	1	1.2	1.4
1985*	2	1.0	0.6
	3	0.3	1.6
	4	0.25	0.5
	1	0.6	1.0
1986*	2	0.6	0.1
	3	0.03	0.1
	4	0.03	1.6
	1	1.2	0.7
1987*	2	0.1	0.6
	3	0.5	0.3
	4	0.4	1.7

*School year ended in June of year.

Table 26: Repeated measures - Disturbing others Group 1

Source	df	MS	F	p
Between Ss	53			
School	1	25.92	6.39	.05
Error	52	4.05		
Within Ss	648			
Time	12	6.82	2.61	.005
School x Time	12	5.88	2.25	.01
Error	624	2.61		

Question #6: Did the program affect school achievement?

SOURCES OF DATA

Surveys/ Questionnaires	Classroom Observation	Archival	Anecdotal
-STL Student	-Time on-task	-GPA	-Student Reports
-Survey	-STL vs. Traditional Teaching Observations		
-Teacher Survey			

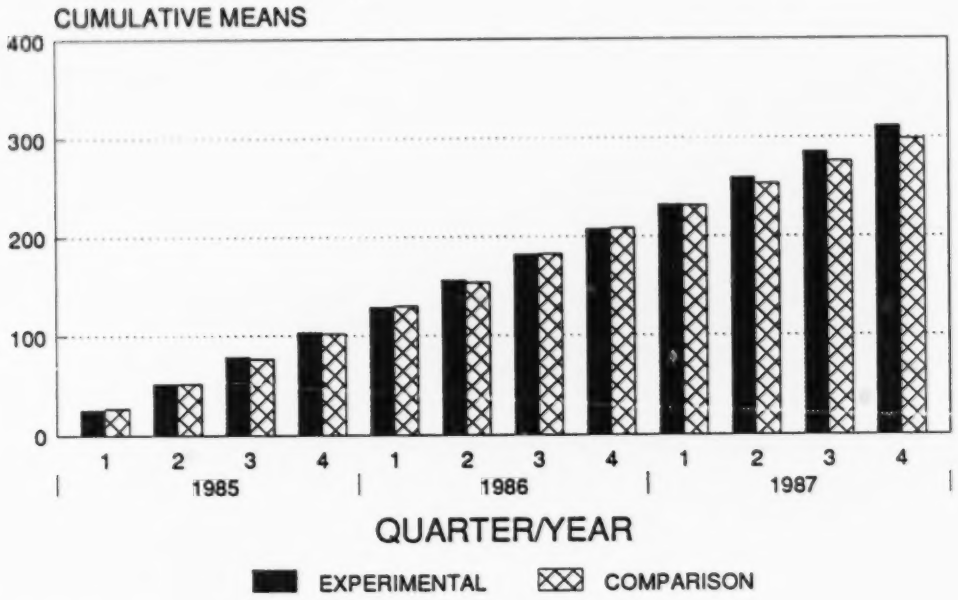
Answer #6

Generalization

Time on-task (Figures 15-16, Tables 27-28), grade point average (Figure 17, Tables 29-32) and quiz scores from traditional and team learning teaching sessions (Figures 18-19, Tables 33-35) showed no differences between experimental and control schools. Though students reported they generally liked student team learning better (Table 33), and though teachers reported students improved (Table 34), actual grades and quiz scores do not differ (Table 35). At best, using STL, students achieve the same but have more fun doing it.

Students tend to achieve equally well with either traditional methods or team learning; they tend to enjoy team learning more, however.

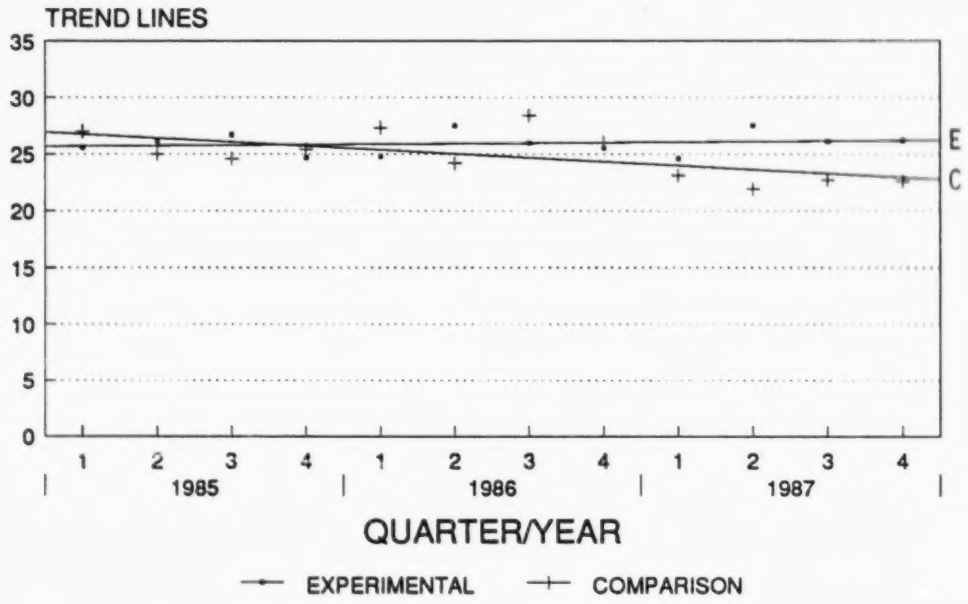
TIME ON TASK
GROUP 1



Exp N=41. Comp N=14
In 4th grade 1984-85 school year

Figure 15

TIME ON TASK
GROUP 1



Exp N=41. Comp N=14
In 4th grade 1984-85 school year

Figure 16

Table 27: Time on-task - Means by quarter for Group 1**

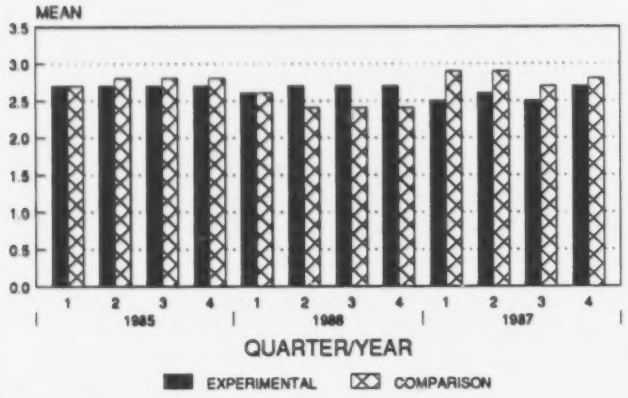
		E	C
Baseline 1984*		33.5	22.9
1985*	1	25.6	27.0
	2	26.1	25.0
	3	26.7	24.6
	4	24.7	25.4
1986*	1	24.8	27.3
	2	27.5	24.2
	3	26.0	28.4
	4	25.5	26.0
1987*	1	24.6	23.1
	2	27.5	21.9
	3	26.1	22.7
	4	26.2	22.6

*School year ending in June of year.
**Data not available for Groups 2 & 3; observations could not be conducted in intermediate school.

Table 28: Repeated measures - Time on-task for Group 1

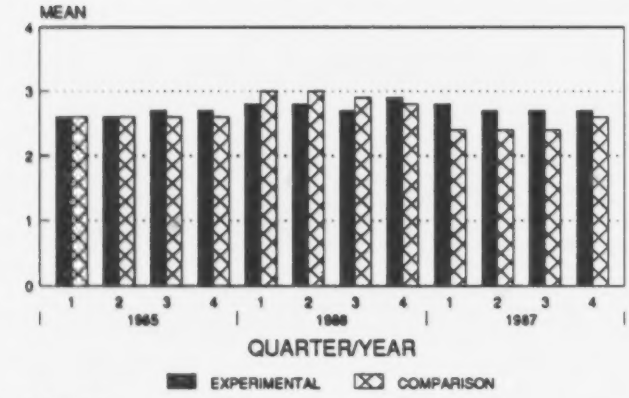
Source	df	MS	F	p
Between Ss	54			
School	1	543.13	5.47	.05
Error	53	82.79		
Within Ss	660			
Time	12	59.48	1.58	NS
School x Time	12	139.20	3.69	.001
Error	636	37.68		

GRADE POINT AVERAGE
GROUP 1



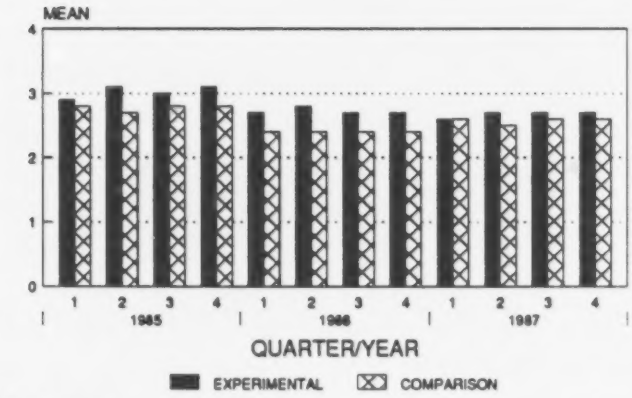
Exp N=85, Comp N=44
In 4th grade 1984-85 school year

GROUP 2



Exp N=106, Comp N=58
In 5th grade 1984-85 school year

GROUP 3



Exp N=83, Comp N=55
In 6th grade 1984-85 school year

Figure 17

Table 29: GPA - Means by quarter

Group 1		E	C
		N=(85)	N=(44)
1985*	1	2.7	2.7
	2	2.7	2.8
	3	2.7	2.8
	4	2.7	2.8
1986*	1	2.6	2.6
	2	2.7	2.4
	3	2.7	2.4
	4	2.7	2.4
1987*	1	2.5	2.9
	2	2.6	2.9
	3	2.5	2.7
	4	2.7	2.8
Group 2		E	C
		N=(105)	N=(58)
1985*	1	2.6	2.6
	2	2.6	2.6
	3	2.7	2.6
	4	2.7	2.6
1986*	1	2.8	3.0
	2	2.8	3.0
	3	2.7	2.9
	4	2.9	2.8
1987*	1	2.8	2.4
	2	2.7	2.4
	3	2.7	2.4
	4	2.7	2.6
Group 3		E	C
1985*		N=(83)	N=(55)
	1	2.9	2.8
	2	3.1	2.7
	3	3.0	2.8
	4	3.1	2.8
1986*	1	2.7	2.4
	2	2.8	2.4
	3	2.7	2.4
	4	2.7	2.4
1987*	1	2.6	2.6
	2	2.7	2.5
	3	2.7	2.6
	4	2.7	2.6

*School year ending in June of year.

Table 30: Repeated measures - GPA for Group 1

Source	df	MS	F	p
Between Ss	128			
School	1	0.03	0.00	NS
Error	127	5.44		
Within Ss	1419			
Time	11	1.06	7.85	.001
School x Time	11	1.21	9.01	.001
Error	1397	0.13		

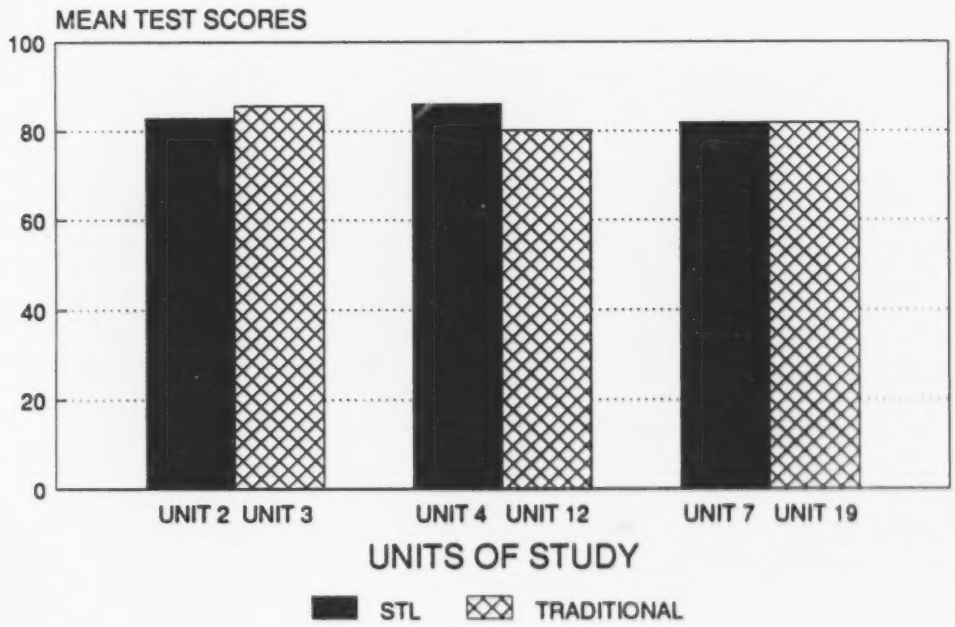
Table 31: Repeated measures - GPA for Group 2

Source	df	MS	F	p
Between Ss	162			
School	1	2.85	0.6	NS
Error	161	4.78		
Within Ss	1793			
Time	11	2.80	19.36	.001
School x Time	11	1.77	12.25	.001
Error	1771	0.14		

Table 32: Repeated measures - GPA for Group 3

Source	df	MS	F	p
Between Ss	137			
School	136	4.34	3.88	NS
Error	1	1.17		
Within Ss	276			
Time	2	4.34	56.1	.001
School x Time	2	0.44	5.73	.005
Error	272	0.08		

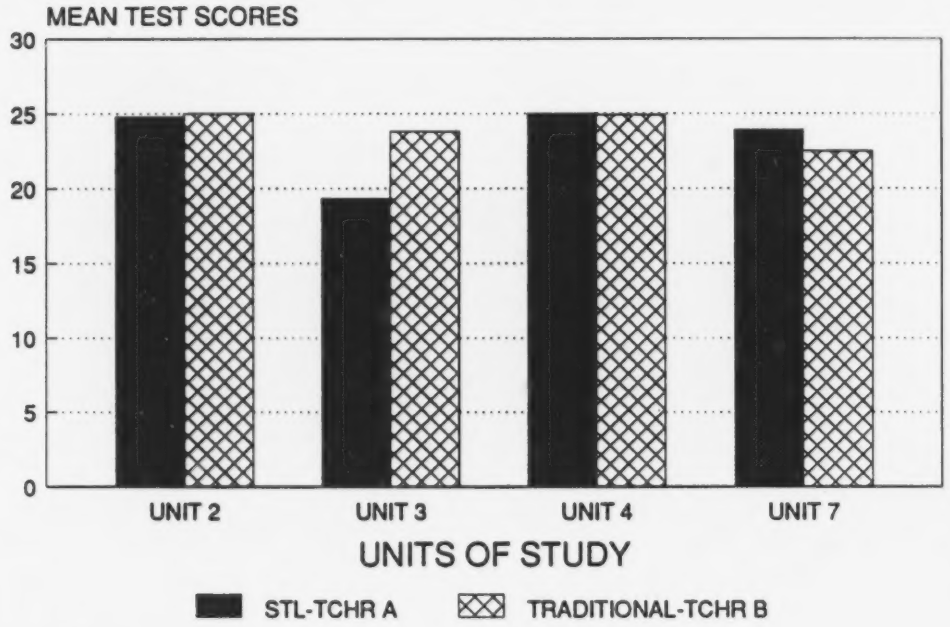
STL VS TRADITIONAL METHOD
SAME TEACHER



Social Studies, Scott Foresman, 1982

Figure 18

STL vs TRADITIONAL METHODS
DIFFERENT TEACHERS



Social Studies, Scott Foresman, 1982

Figure 19

Table 33: Summary of teacher responses to student team learning survey

Question	% Positive Response	% Neutral Response	% Negative Response
Student Achievement Improvement in STL?	57.1	28.6	0.0

Table 34: Comparison of traditional and student team learning methods on quiz scores

Different Teachers Same Unit		Same Teachers Different Units	
STL Teacher A	Traditional Teacher B	STL Unit 1	Traditional Unit 2
24.8	25.0	82.9	85.6
19.3	23.8	86.1	80.1
25.0	24.9	81.8	86.0
23.9	22.5		

Table 35: Summary of student responses to student team learning survey

Question	% Positive Response	% Negative Response
Improved Grades?	86.4	13.6
Worked Harder/Stayed Longer On-Task?	84.1*	13.6
Used STL All or Most of the Time?	77.3*	20.4

(Appendix H includes student comments on STL.)

*Totals do not equal 100% due to missing responses. Forty-four (44) surveys were completed.

Question #7: Did social skills training and student team learning generalize?

Sources of data

Surveys Questionnaires	Classroom Observation	Archival	Anecdotal
-Teacher Survey	-Group Data Summary		-Parent's Log
-Parent Survey			-Teacher Report
-Student Survey			

Answer #7

Behavioral observations of group academic tasks in both schools (Table 36) shows consistent superiority in the experimental school in 1) task-oriented interactions, 2) positive exchanges with teachers, and 3) positive exchanges with peers. Surveys and anecdotal information also provide evidence that students consistently used social skills outside the classroom; parents especially noted use of skills in the home (Table 37). Figure 20 indicates the percent of time students reported they used skills in various settings. Students tended to use skills more frequently during recess and freetime activities. Perhaps this occurred because there is greater opportunity for social gathering at these times.

Information for generalization of skills and team learning comes from parent, student and teacher reports.

One participating parent kept a log of her son's use of social skills at home and in school from September, 1986, to April, 1987. She reported incidents which occurred almost weekly. These involved, for example, **giving negative feedback** to a substitute teacher who treated students unfairly and to his mother regarding dinner, **giving rationales** to the parent for permission to do a fun activity, **negotiation** on payment for chores done around the house, **responding to teasing** in altercations with a brother, **using making friends** to find out

the name of a karate partner, **accepting no** when his mother did not give permission for him to do something, **active listening, interrupting appropriately,** and **conversation.**

In one incident, the parent gave the child negative feedback about chasing the dog through the house while the family was getting ready in the morning. The child left the room, returned a moment later and said, "Mom, you gave me negative feedback!" She replied that this is what she was trying to do; her son reinforced her efforts. (See Appendix I for other parent comments.)

Teachers reported many incidents of students using social skills outside the training sessions. Conversation and making friends were used by fifth grade students to accommodate a special education student in a wheelchair, for example. Teachers especially noticed students' frequent use of responding to teasing and interrupting appropriately. Even kindergarten children who were taught social skills used them. After soccer practice, for example, one teacher reported she saw a kindergartener playing with a friend. The friend began to pelt him with sand and he said to the friend, "I like playing with you, but I don't like it when you do things like that!" (the skill, **giving negative feedback**). He then walked away, told an adult, and left.

Counselors also used social skills with students, at times bringing students together and coaching them in resolving differences. Counselors have said that when they refer to social skills in counseling sessions, students know what to do.

Students themselves consistently reported using social skills with peers, adults and in their families. Skills may not <u>always</u> work however. One student described responding to teasing in the following manner:

> "If someone says 'You're a lolo because you got an F,' you may say, 'Please stop.' If they keep doing it, you walk away. But what if a gangster comes up to you and says, 'Hey, you **##!!**! Give me your money, you **##!!**!' And you say, 'Excuse me, can you please stop...' (Hilarious laughter!)
>
> I guess you can't use responding to teasing with gangsters!"

Evidence for generalization related to student team learning has also been reported.

Teachers reported noticing students using social skills in student team learning groups as well. **Active listening** was a social skill used frequently in team learning groups. **Making friends** and **cooperation** were also very pronounced especially when students increased their base scores as a result of help

they received from students on their team. Other skills teachers observed in team learning were **giving negative feedback, giving/getting help,** and **interrupting appropriately.** Students themselves reported that they consistently used **active listening, conversation, responding to teasing, giving/getting help, saying no, interrupting appropriately, accepting compliments,** and **making friends.**

Student team learning greatly influenced students' classroom behavior as well. There was an increase in on-task behavior, students did not grumble about note-taking, and students expressed empathy for teachers in that they said they "now realized what being a teacher was like." Some students took it upon themselves to peer tutor classmates who had difficulty or who had "bad attitudes" in class; in so doing, the students who were "coached" became more involved and actively participated in class.

One teacher conducted a "traditional" lesson and told the students he would give them a few minutes to study for the test scheduled for that period. The students immediately rotated their chairs and asked others to quiz them on the material just as they were accustomed to doing in student team learning.

Though we cannot determine with rigor the extent to which social skills and team learning generalized, to some degree students used skills with other people, in other settings and in different situations, and they carried over team learning practices to other group learning sessions.

Table 36: Behavior of Group 1 students during group academic tasks for E and C schools over three time periods

		5/86	12/86	4/87
Task Oriented Interaction	E	13.1	4.7	7.6
	C	10.5	3.3	6.6
Positive Exchange - Teacher	E	.6	1.7	1.2
	C	.2	.8	.4
Positive Exchange - Peer	E	1.4	7.4	3.0
	C	2.8	2.2	1.9

Reliability for all sessions was 80% for interval recording. Numbers represent the number of intervals students engaged in the behavior.

Table 37: Summary of parent survey of children's use of social skills in the home for all groups

	Very Often	Often	Some-times	Never	N/A**
1. Frequency of Social Skill Use at Home	6.4*	37.9	53.2	1.3	1.3

N=235

	Satis-fied	Slightly Satis-fied	Neutral	Slightly Dissa-tisfied	Dissa-tisfied	N/A
2. Satisfied With Changes in Child	40.5	25.4	22.0	5.2	2.6	4.3

N=232

	Very Impor-tant	Impor-tant	Neutral	Unim-portant	Very Unim-portant	N/A
3. Importance of Social Skills	76.8	21.1	1.7	0.0	0.4	0.0

4. Ten Social Skills Most Frequently Used in the Home:

Skill	% Parents Reporting
1. Saying Thanks	61.1
2. Asking Questions	59.8
3. Requesting Help	58.4
4. Giving Help	53.3
5. Apologizing	51.0
6. Greeting	50.4
7. Accepting Thanks	50.0
8. Conversation	48.8
9. Making Friends	48.0
10. Accepting Compliments	46.7

*All numbers represent percent
**Not applicable/do not know

SOCIAL SKILLS USE
SETTING

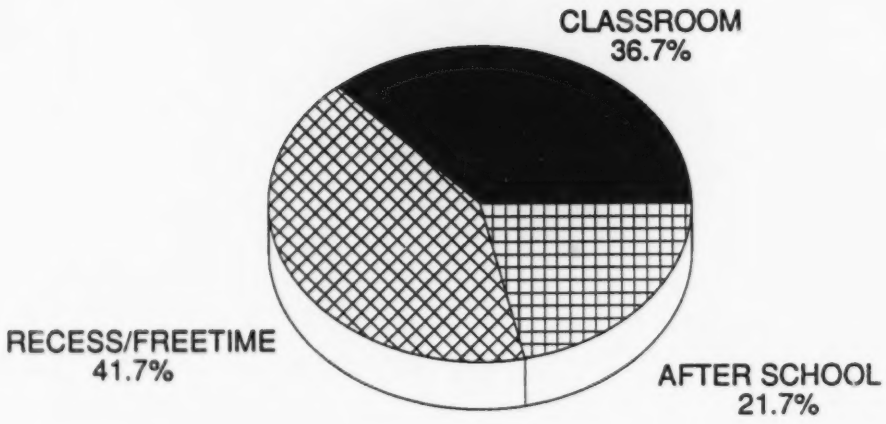


Figure 20

Summary of Results

Following is a summary of the results discussed in this section: Table 38 gives the levels of significance for repeated measure variables.

Question 1. Did teachers teach social skills and use student team learning?

Teachers consistently taught social skills and used team learning though they used team learning.

Question 2. Did students learn social skills?

Teachers and students report students did learn social skills.

Question 3. Which skills were used, which students used them and with whom did they use them?

Boys tended to use skills more often than girls; students used skills more often with adults than with peers; and the most frequently used skills were: 1) interrupting appropriately, 2) responding to teasing, 3) giving negative feedback, 4) apologizing, and 5) getting help.

Question 4. Did the program improve classroom teacher and peer social interactions?

Social interactions between students and teachers improved significantly for the E groups. Interactions among students improved only slightly.

Question 5. Did the program improve classroom management?

The program favorably influenced classroom management.

Question 6. Did the program affect school achievement?

Students tend to achieve equally well with either traditional methods or team learning; they tend to enjoy team learning more, however.

Question 7. Did social skills training and student team learning generalize?

To some degree students used social skills with other people, in other settings and in different situations. Team learning practices carried over to other group learning sessions. Though evidence is primarily anecdotal, skills and learning practices did generalize.

Table 38: Summary table - Levels of significance for main effects of ANOVA repeated measures for Groups 1, 2 and 3

Variable	Group	Main Effect For: School	Time	School x Time*
Tardies	1	.05	.005	.01
	2	.001	.001	.001
	3	.05	.001	.005
Absence	1	NS**	.001	.001
	2	NS	.001	NS
	3	NS	.001	NS
Disciplinary refer.	1	NS	.05	NS
	2	.05	.001	.001
	3	NS	.05	.001
Time on-task	1	.05	NS	.001
Disturbing Others	1	.05	.005	.01
Social Inter.-Peers	1	NS	.005	NS
Social Inter.-Tchr	NS		NS	.01
GPA	1	NS	.001	.001
	2	NS	.001	.001
	3	NS	.001	.001
Absence by Year	1	NS	NS	.001
	2	NS	.05	NS
	3	NS	NS	NS
Tardies by Year	1	.05	.05	NS
	2	.001	.001	.05
	3	NS	.005	.05
Disc. Ref. by Year	1	NS	NS	NS
	2	.05	NS	.01
	3	.05	NS	.001

*The most important interaction. This shows whether the experimental and comparison schools differed over time in this variable.
**Not significant.

Discussion

The purpose of this report is to answer the question, "Did the project make a difference to teachers and students?" Given the evidence presented in the Results section, the question can be answered affirmatively--the project did make a difference to teachers and students. A summary of the accomplishments of the experimental schools follows:

-Absenteeism was significantly lower in the experimental group.

-Tardiness decreased over time and was significantly lower in the experimental group.

-Disciplinary referrals were initially significantly lower in the experimental group and remained low in relation to the comparison group.

-Teacher student relationships improved; positive social interactions between teachers and students increased over three years and were significantly higher for the experimental group.

-Experimental teachers reported greater ease with classroom management than in the past.

-Experimental students enjoyed student team learning, learned as well with team learning as they did with traditional methods, and liked team learning better than traditional methods.

-Students and their parents valued social skills training and reported that skills training has an impact at home and with relationships outside of school.

Though these accomplishments are important, some areas nevertheless remained unaffected. Student achievement as measured by grade point averages, for example, did not change. This may have been because GPA is an insensitive measure of achievement--we should have monitored more molecular measures like individual quiz and test scores. A second reason may be that teachers needed to use student team learning more frequently in order to impact GPA. Finally, it may be that students needed more extensive training in working cooperatively, a suggestion made by other researchers as well.

Another area that did not show significant change was peer relations. Though parents, teachers and students all reported that the project influenced peer relations, classroom observations of positive social interactions showed no significant difference between the comparison and experimental schools. The reasons for this are similar to the ones suggested for

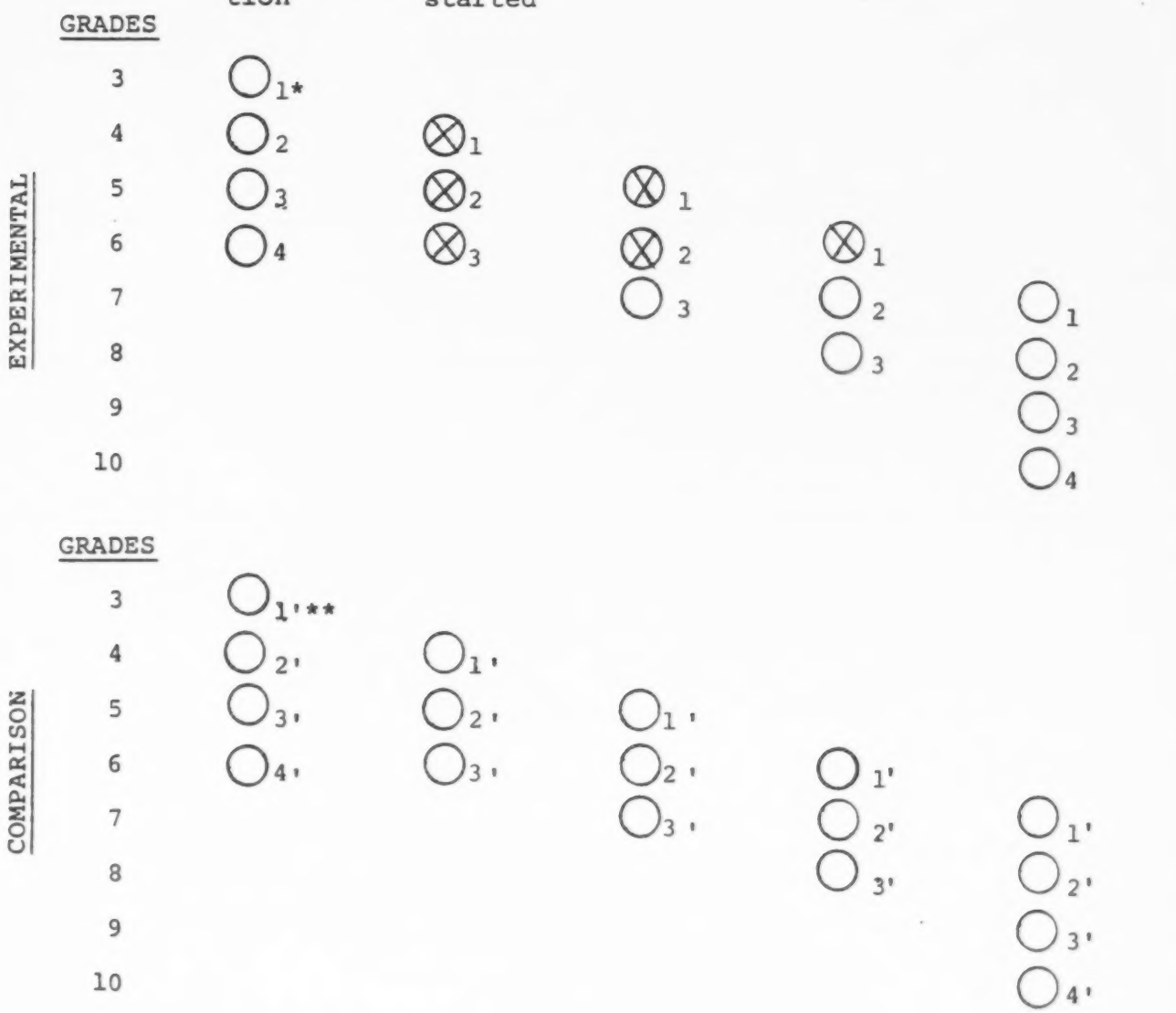
achievement, that is, it may be that our measures were not sensitive or skills training could have been more pervasive. The sensitivity of data is more likely, however, since classroom time, when observations were made, provides limited opportunity for interaction to occur, students do not have a chance to engage in positive social interactions during class.

The area of peer relations is a major emphasis in the future plans of the project. This is because a primary factor influencing youths' involvement in delinquent activity is relationships with delinquent peers, or what is called a social network effect. A youth's social network strongly influences the activities in which he or she engages. If the social network changes, activities change as well. It is in this arena that the greatest impact for delinquency prevention can be made.

The results of the Youth Development Project must be qualified due to considerations in the experimental design. Though it is certain that students, teachers and parents experienced change out of participation in the project, we cannot say that changes were due solely to intervention. Because the design of the study could not be made scientifically "pure", we cannot know for certain how much change was due to the project and how much to other factors impinging on the schools and community. From a scientific perspective, then, the answers are equivocal.

However, the results can also be viewed from a social impact rather than from a scientific vantage. Something very different occurred in the experimental schools that did not occur in the comparison schools. The project appears at least to be a catalyst if not the cause of the accomplishments cited above. It is clear that participation in the project required teachers to interact with each other, with students, with parents and with their administrators in ways that fostered greater communication and created opportunities for cooperation. Schedules needed to be arranged, materials developed, team teaching arrangements made, study units planned and shared, and teachers needed to attend to many other details together in order to manage a project of this size. It may be the development of "team" among the project's participants--teachers, parents, administrators and students--that is the real contribution of the Youth Development Project.

COHORT PROGRESSION



$\otimes_{1}$ = observation + intervention for Group 1

$\bigcirc_{1}$ = observation for Group 1

* Note: Subscript indicates the same group of students as they advance grade level

** Note: Subscript prime indicates comparison group to experimental group

YOUTH DEVELOPMENT PROJECT

TEACHER REPORT ON SOCIAL SKILLS TRAINING
AND STUDENT TEAM LEARNING

NAME_____ SCHOOL_____

MONTH OF (circle one): SEPT OCT NOV DEC JAN
FEB MAR APR MAY

This report is used for data purposes to determine how much exposure students have had to social skills training and student team learning. Please complete it as accurately as possible.

SOCIAL SKILLS

Which skill(s) did you teach this month?	How many sessions for each skill?
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

Do you need assistance/support in conducting Social Skills Training? YES NO

STUDENT TEAM LEARNING

What topic/content area(s) did you cover (for example, Science/Planets or Social Studies/Civil War)?	How many sessions for each?
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

Do you need assistance/support in STL? YES NO

If you used STL this month, do you:

a) notice affective changes in students? YES NO NOT SURE
b) enjoy using the method? YES NO NOT SURE
c) see greater on-task behavior? YES NO NOT SURE
d) see changes in academic achievement? YES NO NOT SURE

YOUTH DEVELOPMENT PROJECT
TEACHER SURVEY

NAME (optional): _____ DATE: _____

SCHOOL: _____

INSTRUCTIONS: In most of this survey, all you need to do is CIRCLE a number or letter. Complete the survey as completely and accurately as you can. Circle the appropriate letter for A) YES/NO questions, and the appropriate number for B) SATISFACTION questions. Follow the scales below.

A) YES/NO

Y
yes

N
no

B) SATISFACTION

1 2 3 4 5
not satisfied very satisfied

(We know you could have figured this one out for yourself, but we are just trying to be thorough.)

Other questions call for a written response. We encourage you to be brief. The idea is to get useful information not to tax you unnecessarily. The directions for answering other questions not described above are self explanatory.

1. What grade students do you teach?

   K 1 2 3 4 5 6 7 8 9 10 11 12

2. To which type of students did you teach social skills (e.g., remedial, gifted/talented, regular ed., special ed., etc.)

   _____

3. To which type of students did you teach student team learning?

   _____

4. What was the average number of social skills sessions you held per week?

   0 1 2 3 more than 3

5. What was the average length of the sessions you held?

   _____min.

6. In student team learning, what was the <u>initial average</u> base score for your class?

   _____

7. What is the <u>current average</u> base score for your class?

   _____

   (Questions 6 and 7 require you to make some computations using your grade book records. We thank you in advance for doing so. It helps a great deal in determining the effectiveness of STL.)

8. From the list below, check the specific social skills you have taught this past year.

___ Greeting
___ Self-Introduction
___ Active Listening
___ Answering Questions
___ Interrupting Appropriately
___ Asking Questions
___ Goodbye Skills
___ Conversation
___ Making Friends
___ Saying Thanks
___ Giving Compliments
___ Accepting Thanks
___ Accepting Compliments
___ Participating in a Group
___ Initiating Cooperative Ventures
___ Giving Help
___ Giving Negative Feedback
___ Accepting "No"
___ Accepting Negative Feedback
___ Following Instructions
___ Responding to Teasing
___ Apologizing
___ Saying "No"
___ Negotiation
___ Giving Rationales
___ Persuasion
___ Problem Solving
___ Getting Help
___ Asking for Feedback
___ Explaining a Problem
___ Requesting Help

RECIPROCAL SKILLS:

___ Saying "No" — Accepting "No"
___ Giving Negative Feedback — Accepting Negative Feedback
___ Giving Help — Getting Help
___ Giving Compliments — Accepting Compliments
___ Negotiation — Active Listening
___ Explaining a Problem — Problem Solving
___ Asking Questions — Answering Questions
___ Saying Thanks — Accepting Thanks
___ Self-Introduction — Making Friends

PAIRED SKILLS:

___ Initiating Cooperative Ventures — Persuasion
___ Interrupting Appropriately — Requesting Help
___ Responding to Teasing — Giving Rationales
___ Participating in a Group — Following Instructions

9. Put a CIRCLE ◯ around the skill you feel was **most useful** for your students.

10. Put a BOX ☐ around the skill you feel posed the most problem in **teaching**.

11. UNDERLINE the skill you feel posed the most problem in **role-playing**.

12. How often did you teach social skills? (Circle the appropriate letter.)

    a. almost daily
    b. more than once a week
    c. about once a week
    d. more than once every two weeks
    e. about once every two weeks
    f. more than once a month
    g. less than once a month
    h. never

13. What materials did you use to teach social skills? (Circle all you have used.)

    a. skills sheet
    b. charts
    c. illustrations
    d. transparencies
    e. videotapes
    f. posters
    g. blackboard
    h. other _____

14. What CONSISTENT problems did you encounter with students or procedures in teaching social skills? (Circle all those you encountered repeatedly.)

    a. acting out
    b. not paying attention
    c. speaking too softly
    (d.) procedures were too
    e. students not participating
    f. too little time
    g. limited number of alternative activities
    h. other _____

15. In what settings and with whom did you notice students using social skills most frequently? Match SETTINGS and PERSON by drawing a line connecting the SETTING with the PERSON. Draw a solid line for the combination you noticed most often. Draw a dotted line for the one you noticed next most often. For example, if you noticed children in the classroom mostly using skills with you, their teacher, you would draw a solid line from "classroom" to "own classroom teacher".

Setting	Person
Classroom	Peers
Library	Upper grade students
Playground	Lower grade students
Walkways between classrooms	Parents
Office	Own classroom teacher
Other_____	Other teachers
	School personnel
	Other_____

16. How often did you use student team learning?

a. almost daily
b. more than once a week
c. about once a week
d. more than once every two weeks
e. about once every two weeks
f. more than once a month
g. less than once a month
h. never

17. What materials did you use for student team learning? (Circle all you have used.)

a. published student team learning materials
b. teacher made materials
c. copied textbook pages
d. workbooks
e. other _____

18. Which student team learning technique(s) did you use at least once? (Circle the letter(s))

a. STAD*
b. TGT**
c. Jigsaw II
d. CIRC***
e. Other: _____

*Student Teams - Achievement Divisions
**Teams - Games - Tournaments
***Cooperative Integrated Reading and Composition

19. Which student team learning techniques did you use most often? (Circle only one.)

a. STAD
b. TGT
c. Jigsaw II
d. CIRC
e. Other: _____

20. Do you feel that you were sufficiently trained to teach social skills? Y N

21. Do you feel you need further training in teaching social skills? Y N

22. Was the Social Skills Training Manual adequate for your use? Y N

23. Were you observed teaching social skills in your classroom by YDP staff? Y N

24. If YDP staff observed you teaching social skills, was the observation feedback helpful? Y N NA

25. When you taught social skills, did students learn the skills? Y N

26. Did you notice the students using any of the skills outside the classroom? Y N

27. Did you observe students using social skills in student team learning groups? Y N

28. Did you need to change the skills to match the uniqueness of your class or to help an individual student learn a skill? Y N

29. Did you use any specific technique(s) (e.g., point systems, selective attention, penalties) in managing the behavior of your students when teaching social skills? Y N

30. Do you feel that you were sufficiently trained to teach student team learning? Y N

31. Do you feel you need further training in using student team learning? Y N

32. Were the student team learning materials adequate for your use? Y N

33. Were you observed using student team learning in your classroom by YDP staff? Y N

34. If YDP staff observed you during student team learning, was the observation feedback helpful? Y N NA

35. Regarding parental support, did any parents provide assistance to you (either in school or in the home) in your efforts to teach social skills or to use student team learning? Y N

36. Did you actively seek parental support? Y N

37. List 3 social skills you observed students using most frequently.

1. _____

2. _____

3. _____

38. Please specify one skill you needed to change in order to teach that skill effectively. Briefly describe the change(s) you made.

SKILL	CHANGE(S)
_____	_____
	_____

39. If you had difficulty teaching social skills or if you did not teach social skills very often, please briefly describe the problem(s) that got in the way (e.g., not enough time; not trained properly).

_____

_____

_____

40. What improvements could be made in the social skills training you participated in?

_____

_____

_____

41. In what subject areas did you use student team learning e.g., English, History, Science):

_____	_____
_____	_____
_____	_____

42. If you had difficulty using student team learning or did not use it, please describe the problems or concerns that got in the way (e.g., too much work, inadequate training, inadequate materials).

_____

_____

43. What improvements could be made in the student team learning training you participated in?

_____

_____

_____

44. What improvements could be made to the Training Manual you used?

_____

_____

_____

45. How could the student team learning training you received be improved?

_____

_____

_____

46. Choose the most persistent problem you had in your participation in the Project (select <u>just</u> one) and briefly explain how you dealt with it.

PROBLEM: _____

SOLUTION: _____

_____

47. Are you satisfied with the thirty-one (31) social skills in the curriculum? 1 2 3 4 5

48. Are you satisfied with the changes in the students as a result of the social skills training? 1 2 3 4 5

49. Are you satisfied with the methods you used in teaching social skills to your students? 1 2 3 4 5

50. Are you satisfied with the methods you used for student team learning? (Circle the appropriate rating number only for those methods you used.)

a.	STAD	1 2 3 4 5
b.	TGT	1 2 3 4 5
c.	Jigsaw II	1 2 3 4 5
d.	CIRC	1 2 3 4 5
e.	Other_____	1 2 3 4 5

51. Are you satisfied with the academic achievement of students in student team learning? 1 2 3 4 5

52. Are you satisfied that you were kept sufficiently informed about the Youth Development Project throughout the school year? 1 2 3 4 5

53. Are you satisfied with the teachers' meetings held with project staff? 1 2 3 4 5

54. Are you satisfied with the social skills training you received? 1 2 3 4 5

OTHER COMMENTS/SUGGESTIONS ON THE PROJECT:

_____

_____

_____

_____

_____

THANKS VERY MUCH FOR YOUR COOPERATION.

Rev. 4/88

YOUTH DEVELOPMENT PROJECT
STUDENT SATISFACTION SURVEY

NAME: _____ GRADE: ____ GIRL:___ BOY: ___

TEACHER: _____ DATE: _____

1. Did you enjoy learning SOCIAL SKILLS in the classroom?

Yes ▱ No ▱ Sometimes ▱

2. Of the SOCIAL SKILLS you learned, which were the MOST FUN? (List three choices)

1. _____
2. _____
3. _____

3. Of the SOCIAL SKILLS you learned, which were the most useful to you IN THE CLASSROOM? And, within the past 2 weeks, how often did you use each skill listed? (Circle the correct letter)

SOCIAL SKILL:	Very Often	Often	Sometimes	Never
1. _____	a	b	c	d
2. _____	a	b	c	d
3. _____	a	b	c	d

4. Of the skills you learned, which were the most useful to you OUTSIDE OF THE CLASS but within the school (i.e. playground, cafeteria, hallway)? And, within the past 2 weeks, how often did you use each skill listed? (Circle the correct letter)

SOCIAL SKILL:	Very Often	Often	Sometimes	Never
1._____	a	b	c	d
2._____	a	b	c	d
3._____	a	b	c	d

5. Of the skills you learned, which were the most useful AT HOME (with parents, brothers, sisters, relatives)? And, within the past 3 weeks, how often did you use each skill listed? (Circle the correct letter)

SOCIAL SKILL:	Very Often	Often	Sometimes	Never
1._____	a	b	c	d
2._____	a	b	c	d
3._____	a	b	c	d

6. How often do you think the social skills you learned helped you get along with . . .

a. your classmates?

Very Often ☐ Often ☐ Sometimes ☐ Never ☐

b. your teachers?

Very Often ☐ Often ☐ Sometimes ☐ Never ☐

c. other school people (e.g., principal, vice-principal, counselor)

Very Often ☐ Often ☐ Sometimes ☐ Never ☐

d. your parents?

Very Often ☐ Often ☐ Sometimes ☐ Never ☐

7. Did you enjoy doing STUDENT TEAM LEARNING?

Yes ☐ No ☐ Sometimes ☐

8. When you worked in STUDENT TEAM LEARNING groups, how often did you use social skills with your team members?

Very Often ☐ Often ☐ Sometimes ☐ Never ☐

9. In which way do you feel you learn better?

by yourself ☐

within a student team learning group ☐

both of the above ways ☐

neither of the above ways ☐

YOUTH DEVELOPMENT PROJECT

Dear Parent(s):

We are requesting that you complete this survey about the YOUTH DEVELOPMENT PROJECT in which your child has been participating. Your answers will help us determine how well the program is going and will provide directions for the future.

There are no right or wrong answers. It is your thoughts, feelings and observations that are important.

Thank you for taking the time to complete this survey. If you have any questions, feel free to contact the school or Pat Grossman, Youth Development Project Data Coordinator, at 935-1066.

Please have your child return the completed survey to his/her homeroom teacher by May 31st. Mahalo.

Rev. 4/88

YOUTH DEVELOPMENT PROJECT
PARENT SATISFACTION SURVEY

PARENT: _____ DATE: _____

CHILD(REN)'S NAME(S): _____

1. Are you familiar with the YOUTH DEVELOPMENT PROJECT in your child's school? Yes ☐ No ☐

2. Are you familiar with the SOCIAL SKILLS your child has been learning in school? Yes ☐ No ☐

3. Have you noticed your child using any of the following SOCIAL SKILLS at home that he/she had learned in school? (check all that apply)

1. Greeting
2. Self-Introduction
3. Active Listening
4. Answering Questions
5. Interrupting Appropriately
6. Asking Questions
7. Goodbye Skills
8. Conversation
9. Making Friends
10. Saying Thanks
11. Giving Compliments
12. Accepting Thanks
13. Accepting Compliments
14. Participating in a Group
15. Initiating Cooperative Ventures
16. Giving Help
17. Giving Negative Feedback
18. Accepting "No"
19. Accepting Negative Feedback
20. Following Instructions
21. Responding to Teasing
22. Apologizing
23. Saying "No"
24. Negotiation
25. Giving Rationales
26. Persuasion
27. Problem Solving
28. Getting Help
29. Asking for Feedback
30. Explaining a Problem
31. Requesting Help

4. How often have you noticed your child using these SOCIAL SKILLS? (Circle the appropriate number)

Very Often	Often	Sometimes	Never	NA *
1	2	3	4	5

5. If you have noticed your child using SOCIAL SKILLS, are you satisfied with the changes you have seen? (Circle the number)

Satisfied	Slightly Satisfied	Neutral	Slightly Dissatisfied	Dissatisfied	NA*
1	2	3	4	5	6

6. How important is it to teach SOCIAL SKILLS to children? (Circle the number)

Very Important	Important	Neutral	Unimportant	Very Unimportant
1	2	3	4	5

* NA = not applicable, do not know, have not noticed

7. Have you attended any of the parent information/training sessions? Yes ☐ No ☐

8. Are you interested in learning more about SOCIAL SKILLS? Yes ☐ No ☐

9. Are you familiar with the STUDENT TEAM LEARNING method your child is using in school? Yes ☐ No ☐

10. Are you interested in learning more about STUDENT TEAM LEARNING? Yes ☐ No ☐

11. Do you want more information about the Youth Development Project? Yes ☐ No ☐

If there are further interests, parent meetings and training sessions may be held during the coming school year.

If you are interested in receiving such information/training, please list your phone number and address below:

PHONE: (home) _____ (bus) _____

ADDRESS: _____

_____

ADDITIONAL COMMENTS:

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

PLEASE HAVE YOUR CHILD RETURN THIS COMPLETED SURVEY TO HIS/HER TEACHER. MAHALO.

4/15/86
Rev. 4/88

YOUTH DEVELOPMENT PROJECT
CLASSROOM OBSERVATION PROCEDURES

Response Categories & Definitions	Symbol
A. Teacher Behavior	
1. **Positive Contact**	C
This is any teacher behavior that involves touching a child in a positive, reinforcing, or endearing manner. It includes embracing, patting, taking a hand, sitting on lap, etc.	
2. Verbal Praise - Individual	V_1
Verbal comment indicating approval or commendation delivered to an individual.	
3. Verbal Praise - Class	V_2
Verbal comment indicating approval or commendation directed to the class as a whole or to a group of children.	
4. **Reprimand - Individual**	R_1
Verbal comment indicating disapproval directed to an individual.	
5. **Reprimand - Class**	R_2
Verbal comment indicating disapproval directed to the class as a whole or to a group of children.	
B. Child Behavior	
1. On-task/Attending	✓
Defined as eyes being applied to the task material or to the teacher for a period of not less than 15 out of the 20 seconds of observation. Exceptions to this are when the child can be clearly seen to be on task even though his eyes are off his work; for example, counting on his fingers, working out loud, etc. It should be noted that while it is possible for deviant behavior--particularly disruptive noises such as tappping the foot or deviant behaviors of short duration (less than 5 seconds)--to be recorded with the child still getting an "on task" check, the converse--being off task without some deviant behavior being noted--cannot occur. In general when in doubt rate as other deviant behavior.	

2. Off task ||

Off task behaviors included: (a) Activity while engaged in some other activity which is either clearly deviant or not the assigned one for more than 5 seconds: Sometimes this will become apparent only after some time has elapsed as for example when the teacher comes up and admonishes the child for doing other than that which is assigned. In such circumstances the incorrect rating should be corrected. (b) Daydreaming: The child is off task for more than 5 seconds but does so by daydreaming or staring into space rather than some active endeavor. This type of behavior is very uncommon in conduct problem children.

3. Disturbing others →

Touching another student (directly or indirectly) or article that he is holding or is in possession of; gesturing or posturing in the direction of another student sufficient to make him look up from his work.

4. Out of seat X

Any situation in which the normal seating surface of <u>neither</u> buttock is applied to the child's seat, or in which there is movement of his desk or chair so that its ultimate stationary position is altered (thus swinging a seat on its axis or tilting a chair on its legs is excluded). Where the child is performing a permitted out of seat activity such as sharpening his pencil (after having gotten permission from the teacher) this would not be marked as out of seat behavior except (a) when deviant behavior occurs during the permitted act such as "side trip," looking at things on the teacher's desk, stopping to talk, etc., or (b) when the permitted activity is prolonged beyond a reasonable period of time or altered in some significant way.

5. Other ϕ

Include here behaviors which do not fit easily into a category above and also behaviors which are situational rather than absolutely deviant. For example, engaging in a task other than that which is assigned (reading instead of doing arithmetic, drawing instead of reading, etc.). Include here also daydreaming. The following are not deviant behaviors: playing with clothes, playing with self, chewing gum, playing with pencil <u>in hand</u> (all other pencil activities such as propping desk up with a pencil or taking a ballpoint pencil to pieces, stubbing the point heavily on wood, etc., are deviant).

6. Appropriate social interaction with Teacher +

This includes asking the teacher for help, support, information, or explanation in a way acceptable to classroom standards. This also includes contributing ideas, interests, or materials to class activities or initiating a conversation with a teacher.

7. Appropriate social interaction with Peer ⊕

This includes cooperative behavior such as talking, studying, or playing with a peer performed at a time acceptable to classroom standards.

OBSERVATION FORMAT

Observers will be observing four children at a sitting. Observations will be divided into 15 minute periods in which the observer will focus on one child. After the first 15 minutes observation of the first child, the observer will shift his/her attention to the second child and observe for 15 minutes. Subsequent children will be observed in like manner.

A discontinuous method of observation will be used. This means that the observer will watch the child for 20 seconds and then rest for 10 seconds during which the appropriate symbols can be entered in the cells of the score sheet.

Behaviors occurring during this 10 second period are never recorded. Thus there are two observations per minute. Presently there are 30 separate cells of observation, thus taking a total observing time of 15 minutes per child. Timing must be exact. There is no objection to splitting the observations (i.e., part before recess and part after recess).

The scoring sheet should consist of 30 cells subdivided by a dotted horizontal line on the bottom and a solid horizontal line above. The top row, marked with a "T", is where teacher behavior is to be recorded in each interval. The bottom two rows, marked with a "C" is where child behavior is to be recorded. The row just above the dotted line is used to record deviant child behavior; the row below the dotted line is for recording on-task and off-task behavior and children's social behavior.

Observing should be done in a task situation where the rules are clearly defined. In general, this will be during individual, academic seat work. Activities such as story time and most group situations generally prove unsuitable because rules tend to be relaxed and unclear. Observations should not be done when there is a prolonged period of individual instructions during which the teacher is seated beside the child, since this tends artifically to minimize deviant behavior.

The observer must seat himself close enough to the child to be able to hear what the latter is saying and to see what he is doing on his desk without the observer making himself obtrusive. The observer must not interact with the child or the class in any way.

Children will be selected randomly before each observation session. The method of random selection will be determined prior to commencement of observations and will be used in exactly the same manner each time.

RELIABILITY

Occassionally, reliability observations will be made in which a second observer will check the accuracy of the observations made. Procedures for the reliability observer are exactly the same as for single observers.

Three points must be kept explicitly in mind when reliability observations take place. The first is that both observers must be sure to watch the same child. They must agree beforehand on which children are to be observed and in which order. The second is that both observers must be observing in the same 30 second intervals. If observer one is on interval 5 while the reliability observer is on interval 6, reliability cannot be determined accurately. The third point is that the two observers must be in a position in the classroom where they can watch the child but not be near enough to each other to influence their data collection.

If major discrepancies occur in reliability checks, then the observers must re-evaluate the definitions for child ~~classroom~~ behavior, and clear up any procedural problems (like observing different children during a session or not marking symbols in the same time interval).

YDP Hilo Field Office
January, 1988

Appendix E

YOUTH DEVELOPMENT PROJECT

ANECDOTAL INFORMATION

Date_____ Circle: Teacher Resource
Principal VP Parent

School_____ Grade ___

Please use this sheet to describe incidents of children using social skills or student team learning. Merely check or fill in the appropriate item(s). If you have comments, place them at the bottom of each section. MAHALO.

Using Social Skills	Classtime	Free time/recess-After school
Student initiating the skill:	M__ F__	M__ F__
Person student interacted with:	Adult__ Peer__	Adult__ Peer__
Social skill used:	_____	_____
Comments:	_____	_____
	_____	_____
	_____	_____

Please list other social skills you have observed students using in their skits, e.g., a skit prepared by two students for the skill Initiating Cooperative Ventures also included the skill Interrupting Appropriately.

_____

_____

Please list the social skills you have observed students using in their STL teams.

_____

_____

Using Student Team Learning

Students' group tutored each other outside of classtime ____

One student tutored another outside of classtime___

Comments: _____

_____

_____

Original Research Questions

GOAL I: Assess the applicability of formerly identified high-risk factors for delinquent youth and identify additional high-risk factors including demographics, language, community involvement and indices of social support.

GOAL II: Assess the effects of a three-pronged school-based delinquency prevention program (i.e., social skills training, student team learning and community liaison) on social interactions and involvement in delinquent activity.

PART A: PREDICTION AND DEVELOPMENT OF DELINQUENCY

1. What is the relative contribution of personological and family variables of the study population to forecasting the incidence of delinquency?

PART B: DELINQUENCY PREVENTION

1. What is the effect of a three component intervention in 4-6th grades and follow-up intervention in 7-8th grades on referral and adjudication of intermediate and high school youth?

2. What is the effect of a three component intervention on peer/teacher classroom social interactions of 4-6th grade students?

3. What is the effect of a three component intervention on school achievement of 4-6th grade students?

PART C: PROGRAM IMPLEMENTATION

1. Did teachers actually teach social skills?

2. Did students actually learn social skills as taught by the teachers?

3. Did teachers actually implement student team learning?

4. Did experimental students' social interactions during student team learning differ from the social interactions of comparison students in group-assigned tasks?

5. What are general programmatic considerations?

PART D: GENERALIZATION

1. What is the extent of generalization across time of in-school social skills training for 5-6th graders? Can students demonstrate skills after the skills have been taught?

2. What is the extent of generalization across settings/situations of in-school social skills training for 5-6th graders? Can students demonstrate skills in novel role-play situations?

3. What is the effect of social skills intervention in the 7-8th grades (i.e., using discriminative stimuli, reciprocal skills, and social reinforcement) on maintenance of prior social skills training?

TEACHER A
GIVING NEGATIVE FEEDBACK - 3 sessions

SESSION 1

1. Explanations of the terms negative and feedback. "Is this hard to do?"

2. The social skills illustrations for this skill were reproduced on one sheet of paper.

   1 2 "What is happening?"
   3 Class discussion.
   4 5 #s 2 and 4 were left unidentified.

3. The students wrote down 2-3 "upsetting situations" on small slips of paper. They were asked to select situations in which they would like to/would have liked to use "Giving Negative Feedback." (The papers were collected.)

4. The instructor lectures on situations the students have mentioned in previous classes, those noted on the skill sheet, and two from personal experiences.

SESSION 2

1. The instructor summarized the "upsetting situations" into eleven categories. The instructor lectured on each one of the situations listed, and concluded with a personal experience.

2. The teacher reviewed the skill steps with the students. Each student received a copy of the skill sheet from the curriculum guide. The instructor emphasized body language, voice tone, facial expressions, etc.: a permissible exception during roleplaying only will be Have a Serious Facial Expression. (The instructor feels that the students are unable to keep a straight face when they do the skits with their peers.)

3. The instructor selected students to work together on the skits. (2 students/group.) The teacher worked with one student.

4. The students practiced their skits with their partners.

5. Additional class discussion was held on skill step #12: Ask the person to tell HER/HIS SIDE.

6. The instructor played cassette tapes of student-created roleplaying sessions that took place last year. The class

discussed each situation they heard, on the basis of whether or not the "actors" followed the skill steps.

SESSION 3

1. The instructor and her partner put on their skit. The skill steps were reviewed, and the teacher suggested that the class use the skill chart as a reference rather than the skill sheet from the curriculum guide (harder to follow it when you are going through the skit).

2. The students practiced their skits with their partners.

3. Roleplaying:
   The skits had several main themes: playing tackle football at recess, failure to return borrowed items, stepping on feet, borrowing money, spreading rumors, and older siblings pressuring the younger ones into doing their chores.

4. The most frequently missed steps were #s 12 and 13:
   ASK the other person to tell HER/HIS SIDE.
   GIVE the other person IDEAS for changing.

5. At the conclusion of the skits, the instructor summarized the reasons why it is "always better to use Giving Negative Feedback." The discussion included "playing the accepting role" with authority figures, and parents. (Accepting criticism.)

Closure was to be held during homeroom period today. The instructor indicated the class would complete items #2 and 4 of the social skills instruction sheet: "What's happening?"

Comments:

When the language is given on the skill sheet, the language in the skits is more stilted, i.e., Responding to Teasing. Without specific words being required, the children complete the steps using their own terms and phrases. The language in the skits for Giving Negative Feedback sounded far more "genuine."

Without instructor guidance, student critiques tend to be very negative: missed skill steps, etc.

The instructor spent three class periods, and one homeroom period on this skill because she feels it is a critical skill for this age group. "They have to know how to tell someone that they don't like something." In the past two years, she has observed this skill being used "a lot." "That's why I spend so much time on it. It's important."

TEACHER B
ANSWERING QUESTIONS - 1 session

Vocabulary: Reciprocal
Rationales
Reasons
e.g.

Why are these important skills to know? Why are we working on both of these?

Review of the (entire!) skill sheet. (Each student had a copy of both skill sheets.) Discussion, questions, vocabulary. Comparison of the skill steps for the two skills.

Students were paired and told to create their skits on the basis of the "situation slip" the instructor gave them. 10 minute limit.

Students arranged their chairs so that they were all sitting in a circle. The skits were performed in the center of the circle.

Skit: Asking/answering questions with a new student from Japan.

"I'm Ben, what's your name?"

"...response is in Japanese..."

"Where do you live and sleep?"

"...response is in Japanese..."

"How did you come to America?"

"Big bird in the sky."

"Are you doing anything this afternoon? Do you want to play?"

"Yes."

This skit was very funny and the students enjoyed it. They wanted them to go through it again!

Skit: Two friends deciding which movie to go to.

"Eh Mel, go to see Trick or Treat?"

"Nah."

"They got good movie or what over there?"

"Nah."

"Pretty grody that movie." (Trick or Treat)

"Oh, okay." (Implied that they will go to see the other movie. (!))

(This conversation was a little difficult to follow.)

The class decided that they did not follow the basic steps. They also felt that there should have been more questions/responses.

Skit: One friend has read an interesting book and the other is asking him questions about it.

"I read this good book."

"What is it about?"

"... could not hear response..."

"Plenty pictures or what?"

"...could not hear response..."

"Okay, thanks."

During the class critique it was decided that this skit was incomplete. The students were asked to do it again tomorrow.

OTHER: Teacher B has a social skills bulletin board. In the center is a huge pumpkin with the skill CONVERSATION (explanation of), in the center. There are vines connecting the pumpkin with other fruits (?)/green mini pumpkins (?): ASKING QUESTIONS, ANSWERING QUESTIONS, ACTIVE LISTENING, INTERRUPTING APPROPRIATELY, and GREETING/SELF-INTRODUCTION/GOODBYE SKILLS in one fruit.

This is not only visually appearling, but very neatly explains the skill CONVERSATION.

Teacher B has made a chart for the students explaining the new points system for STL, how to compute the team score, and the team "awards."

In this class:
book reports are made into mobiles, with a clothes hanger at the top (book title) and the "report" in various shapes strung from the hanger. They are mounted on the grill of the fluorescent lights. It makes the class look very cheery!

TEACHER C
CONVERSATION - 1 session

Instructor reviews the number of social skills that go into Conversation: Asking Questions, Answering Questions, Active Listening, Interrupting Appropriately, Greeting, Self-Introduction, and Goodbye skills.

Each student team is made up of five students. Four students perform the skit, and one student evaluates the team's performance. The student observer checks off the skills used, on a sheet prepared by the instructor, as the skit is enacted. The observer shares the results with the class. The class discusses the results. (Neat!)

No "unique" words or phrases were used in the three skits completed during the period.

Other: A new student just enrolled at WIS. Instructor had assigned a member of the class to interview the student and report to the class. The class not only discussed the content of the interview, but the conversation skills used to conduct it.

A room monitor entered the class during the period. The instructor led the class in a discussion of the social skills used in the interaction.

The instructor used an incident in one of the skits to create an opportunity for two students to get to know one another better.

After one of the skits, the new student in the class remarked that the way the student did the skill "made a good impression" on the parents (in the skit). The teacher focused on the benefits of making a good impression in our interactions with others: we can do that by using our social skills.

Appendix H

Students Comments on STL

How did STL help you?

My groupmates helped me to try harder

With my grades and good fun.

We worked in a group and worked all together to study harder.

Because I learned more in a group with other kids.

It's better because many heads put together are better than one head.

It made me push harder not only for me but for my group too.

It helped me get 2.0

My grades went up with STL.

My grades went up and I could do my test without trying to guess and get a wrong answer.

My grades stayed (the same) and it is a fun way of learning.

Because I did all my work and didn't get into trouble.

They stopped me from getting me in trouble and helped me on my work.

June 5, 1986
Group 1

"Write About What You Liked Doing or Learning in Social Studies Using Student Team Learning."

Student #1: (Male)

I liked Jigsaw because you only had to study one subject of a big test. Then you had to teach what you learned to the other people. Then somebody else teaches you what they know and studied, and then we take the test.

I like STAD because you are responsible for everything. You study about everything you learned about that subject. I think I had a higher score in STAD than in Jigsaw. I think STAD is better because it is easier for me and you can study right away.

Student #2: (Male)

I liked S.T.L. the best because it helped me a lot. I had A's and B's but now I'm having A's more than before. It helped all the other peoples grades, also. Robert who usually gets D's and C's is getting A's and B's. Robert has improved a lot since we got into S.T.L. We did S.T.L. last year but it is different from this year. Our teacher use to run off a paper with questions and give them to us. Then we answer the questions and study them. From S.T.L. I learned that Natural Resources are in every country, and that human resources are the skills and knowledge of people. I also learned about countries and their culture, art forms, ways they used their land, technology, religion. I had fun reviewing everything. I hope to do S.T.L. again in seventh grade. Maybe I'll get A's again.

Student #4: (Male)

In Social Studies I really liked STAD. It was fun, because I could work with other people. Also, it was easier to study with other people because you can ask someone in your group to help you study. I also like Jigsaw. It was fun because instead of Mr. Wong being the teacher we could be the teacher and it was fun. I like it because we had to be master in one part. STAD and Jigsaw were fun. I hope we could do it in the seventh grade so I can work with other people. It was lots of fun.

Parent Comments on Social Skills Training

1. My son has benefited a great deal from learning social skills.

2. We were not aware of any such project in school until I received this paper. We believe that Louis could do a lot better in his social skills. Thank you for bringing this to our attention. In the future we would like to become more involved.

3. Allison's "manners" have improved this year. I was not aware of what she is learning in school but if it has helped, great! Children need these skills to improve their possibilities in the world.

4. Sherry feels that social skills should be only used during school hours and not at home. I've explained to her that social skills is used 24 hours a day, throughout her entire life!!

5. I feel that the more I find out about youth development and student team learning I will be able to help more with social skills.

6. My/our son says he has found the lessons boring because we already practice social skills at home. We appreciate the reinforcement and think the classes have helped, especially in introductions and in responding to teasing. Our son entered Waiakea Intermediate as a sixth grader so did not have the benefit of the program earlier. We support continuation of the program.

7. None except - keep up the good work!!!